

DOCUMENT RESUME

ED 301 774

CE 051 625

AUTHOR Groppel, Carol
TITLE Adult Education Services Plan and Resource Handbook.
INSTITUTION Kentucky State Dept. of Education, Frankfort.
PUB DATE 30 Jun 88
NOTE 118p.
PUB TYPE Reference Materials - Directories/Catalogs (132) -- Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Adult Basic Education; Basic Skills; *Counseling Services; Day Care; *Educationally Disadvantaged; English (Second Language); Entrepreneurship; *Literacy Education; Models; Outreach Programs; Professional Development; Referral; Regional Planning; *Regional Programs; Rural Education; Sheltered Workshops; Student Evaluation; Student Recruitment
IDENTIFIERS General Educational Development Tests; *Kentucky

ABSTRACT

The Pennyrile Education Services Model Plan was developed to meet the literacy and basic skills needs of undereducated adults living in a predominantly rural, 10-county region of Kentucky known as Pennyrile. The model plan includes the establishment of eight education services centers, beginning with a center in Madisonville that serves Madisonville and surrounding communities throughout Hopkins County. The following are among the services provided by the education services center: (1) recruitment of undereducated adults; (2) assessment of personal, educational, and/or vocational strengths and weaknesses for the purpose of identifying educational and vocational goals; (3) a referral process that includes assisting adults in making contacts with programs providing the services they need to accomplish their personal goals; (4) outreach to rural communities; (7) entrepreneurial opportunities; (8) professional development opportunities for personnel who work with undereducated adults; and (9) child care and English as a second language services, as needed. (Appendixes include a map of the 10-county Pennyrile region, a list of personnel responsibilities, participant data and education/career goals sheets, descriptions of the model's assessment tools, and a 56-page referral handbook that lists services available by county; describes policies and programs at adult learning centers; identifies examination sites for the General Educational Development Test GED ; and includes an excerpt from the GED Examiner's Manual.) (MN)

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Adult Education Services Plan and Resource Handbook

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Project Number: 12-33-540-DCCJ-04-12-00-
M27-B3000-4817-0541-88-30

June 30, 1988

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Printed with Federal Funds
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ABSTRACT

A succession of books, reports on the state of our public education systems, and a well-organized media blitz over the past few years have heightened public awareness of the illiteracy problem. Vocational educators recognize that adequate basic skills are a prerequisite for vocational training, retraining, and upgrade training. Businesses and industry recognize that portions of their labor pools are limited or excluded from personnel development opportunities because of employees' inadequate basic skills. U.S. Secretary of Labor Bill Brock has encouraged all of us, as a nation, to acknowledge the need and to commit ourselves to strengthening the skills and abilities of American workers in order to meet worldwide economic competition within the next 15 years.

Educators who work with adults throughout the ten-county Pennyryle region of Kentucky recognize the need and have committed themselves to strengthening the skills and abilities of undereducated adults throughout the region. This model plan, The Pennyryle Education Services Model Plan, has been developed in response to that commitment.

This model plan includes the establishment of eight Education Services Centers, beginning with a center in Madisonville that serves the Madisonville community and surrounding communities throughout Hopkins County. Services provided by the Education Services Center include (1) recruitment of undereducated adults, (2) assessment of personal, educational and/or vocational strengths and weaknesses for the purpose of identifying educational and vocational goals, (3) referral that involves assisting adults in making contacts with programs that provide services needed toward accomplishing their goals, (4) workshops and supplemental instruction, (5) support groups, (6) outreach to rural communities, (7) entrepreneurial opportunities, (8) professional development opportunities for personnel who work with undereducated adults, and (9) childcare and English as a Second Language, as needed.

PENNYRILE EDUCATION SERVICES MODEL PLAN
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MISSION STATEMENT

The purpose of the Pennyrile Education Services Model Plan is to focus upon the development of the region's human capital by providing a linkage of community, educational, business, and industrial programs and services to undereducated adults who want to upgrade their skills and knowledge.

The Pennyrile Education Services Model Plan is to (1) provide an identification of programs and services that presently exist to serve undereducated adults in the Pennyrile region, (2) assist in the identification of undereducated adults in the region, (3) assist undereducated adults in matching existing services to their individual needs, and (4) provide educational opportunities that are needed but not accessible to adults in their transition into or from educational programs and into and from the work force. The primary objective of the plan is to upgrade existing skills levels of undereducated adults in the Pennyrile region.

The plan is to be administered through the Kentucky Department of Education, Office of Vocational Education, and the Region Two Office of Vocational Education. Funding is through grant monies. The intent of the plan is not to alter administrative structure, policies, or guidelines of existing programs and services but is to provide a network that will establish ongoing communication among existing programs and services for the benefit of undereducated adults.

PLAN OBJECTIVES

Members of the Advisory Committee for the Pennyrile Education Services Model Plan identified nine objectives for the model plan. Those objective are:

- (1) Identify needs of undereducated adults in Region Two.
- (2) Identify programs and services in each county that provide educational and vocational services to adults.
- (3) Assist in directing undereducated adults into ABE, GED, and vocational training programs and services to meet their needs
- (4) Identify financial resources to assist undereducated adults
- (5) Provide or identify workshops and training opportunities, addressing needs of undereducated adults and the needs of educators in working with adults
- (6) Promote adult/vocational education in Region Two
- (7) Promote interaction and communication among representatives of programs serving undereducated adults
- (8) Establish advisory committees on regional and local levels that would promote the involvement of education, business, industry, labor, and government in addressing needs of undereducated adults
- (9) Establish a follow-up and transition system for undereducated adults in their movement from program to program

RATIONALE FOR PENNYRILE EDUCATIONAL MODEL PLAN

Members of the Pennyrile Education Services Model Plan Advisory Committee identified factors which should be considered in the development of a plan for serving adult learning needs within the Pennyrile area.

Those factors that were identified are:

(1) The rate of unemployment is high. Portions of the Pennyrile area have experienced high rates of unemployment resulting from coal mine closings, industry shut downs, and work force reductions. The Kentucky Cabinet for Human Resources' annual labor force figures for 1986 indicate that the average unemployment rate for eight of the ten counties in the Pennyrile region was over 10 percent with Muhlenberg County having the highest rate, 15.8 percent. For the first ten months of 1987, four of the ten counties had an average unemployment rate of over 10 percent.

(2) A high percentage of adults lack a high school diploma or its equivalency. Within the ten counties of the Pennyrile area, slightly more than 70,000 adults, age 18 and over, do not have a high school diploma or its equivalency. In four of the ten counties, over 50 percent of adults lack a high school diploma and the remaining six counties have percentages that range from 35 percent to slightly over 47 percent. As new business and industry continue to locate in Kentucky, a greater number of citizens without a high school

diploma and citizens with inadequate basic skills can be expected to recognize the necessity of improving their basic skills and of working toward a high school diploma or its equivalency as they are confronted with higher standards for employment.

(3) Basic skills among many people are low. According to 1980 census figures, 22,782 adults, approximately 18 percent of the population of adults in the Pennyryle region, completed less than the eighth grade of formal education. A basis used for estimating levels of adult illiteracy is completion of fewer than five years of formal education, with the recognition that all individuals in this category are not illiterate. Those who have completed less than the fifth-grade level possibly can be considered as illiterate.

Adults who possibly might be functionally illiterate have completed 5.0 to 8.9 years of school. Functional illiterate persons have the ability to read simple materials such as job application forms, signs, labels, and simple articles in magazines and newspapers. Based on the figures representing these groups, indications are that a sizable portion of the adult population in the Pennyryle region could be functioning at some level of illiteracy. Persons with inadequate reading skills experience economic, social, and personal suffering.

(4) Upgrade Training and Retraining are needed. As a result of coal mine closings and plant shut downs, dislocated workers often are forced to seek employment in

occupations requiring skills and training they do not have. Therefore, dislocated workers sometimes seek upgrade and retraining opportunities which are individualized, competency-based, open-entry, open-exit, and of short duration which will permit them to acquire training in a short period of time and return to the work force as soon as possible. Some workers find that inadequate basic skills create a barrier to their acquiring new training.

(5) Financial resources to assist the undereducated adults are needed. There are indications that financial barriers, e.g., transportation and childcare expense and even the minimal fee for taking the GED examination have prevented adults from reaching their educational and/or vocational goals. There is a need to identify financial barriers that prevent undereducated adults from pursuing their educational and vocational goals. Also there is a need to identify financial resources which can be used in removing those barriers and in encouraging undereducated adults to pursue their educational and vocational goals.

(6) Identify educational and vocational services needed for business, industry, and undereducated adults. The population of undereducated adults in the Pennyrile region is mostly unidentified, creating difficulty in determining the vocational and educational needs of that population. However, an assessment of educational and vocational goals for each individual who seeks assistance in identifying his/her goals provides a realistic basis for

providing services. The focus for providing services is on the individual rather than on the unidentified population of undereducated adults.

There are indications that some businesses and industries recognize a need for providing opportunities for upgrading basic skills for employees; however, there are few resources available to assist business and industry in identifying basic skills needs of their employees in the Pennyrile region.

(7) Better Communication and Coordination of Programs and Services are needed. There is a need to identify programs and services that presently exist throughout the Pennyrile region which are aimed at assisting undereducated adults in achieving their educational and vocational goals. Also there is the need of establishing ongoing communication with contact persons for the programs and services and a need for maintaining up-to-date information concerning eligibility requirements for participants in each program. Knowledge of available programs and services, their policies, and eligibilities requirements throughout the region can be especially useful in providing assistance to undereducated adults in making contact with all programs and services that might be needed to meet their educational and vocational needs.

(8) Increased Promotion of Educational and Vocational Programs and Services is needed. Increased effort is needed in reaching and recruiting undereducated adults, especially

in rural areas. Throughout the Pennyrile area in high-population areas, a variety of services and programs presently are successfully reaching and serving undereducated adults. Identification of those methods along with their increased use, especially in rural areas, are needed in order to provide educational and vocational services to the approximately 70,000 undereducated adults in the Pennyrile region.

(9) A Follow-up System is Needed. A system is needed for maintaining periodic contact with

- adults who have participated in one or more of the ABE, GED, and/or vocational training programs;
- students who have been identified as recent dropouts from school;
- adults who have expressed interest in enrolling in an ABE, GED, and/or vocational training program;
- graduates of GED and/or vocational training programs.

Periodic contact with adults who could be or have been served by one or more of the educational and/or vocational programs provides opportunity to disseminate program and services information and to provide encouragement that might help each adult in achieving his/her educational and/or vocational goals.

(10) Professional Development is needed. Educators who work with undereducated adults need opportunities for professional growth that will help them in working with adults.

DEFINITIONS

Functional illiterate - Having the ability to read between the fourth- and eighth-grade levels; having the ability to read simple materials such as job application forms, signs, labels, easy instructional materials, local news in the newspaper, and simpler articles in magazines such as the Reader's Digest.

Illiterate - The inability to read beyond the fourth-grade level; having the ability to read only the simplest of signs, labels, and instructions but not enough for most jobs or for informed citizenship.

General Educational Development (GED) test - A battery of five tests that provides a valid means of measuring the educational achievement of adults who are not high school graduates and of comparing their competency with that of high school graduates.

Transitional support instruction - Educational opportunities that assist individuals in coping with a transitional situation, e.g., moving into the labor force, coping with unemployment or retirement, and returning to school or a structured learning situation.

Target Population - Any adults, age 16-up, who desire to improve one or more basic skills, work toward a high school diploma or its equivalency, and/or who are in a transitional situation, e.g., coping with unemployment or retirement; moving into the labor force; or returning to school or a structured learning situation.

BACKGROUND ON REGION II

Geographic

The Commonwealth of Kentucky is divided into 14 regions for vocational education. Region Two includes the ten counties of Livingston, Lyon, Trigg, Crittenden, Caldwell, Christian, Webster, Hopkins, Todd, and Muhlenberg. These ten counties are located in Western Kentucky but east of the Tennessee River. The ten counties in the Pennyrile region have much to offer business and industry in regard to natural and economic resources. The region has an abundance of water, timber, coal, limestone, and some natural gas and oil. The counties in the region are centrally located in relation to major cities and provide alternative modes of transportation through accessibility of waterways, highways, railroads, and two major airports within a two-hour driving distance.

Population

The total population of Region Two, based on 1980 census is approximately 220,000. Slightly over half of the population live in rural areas on rolling farmland sometimes permeated by large areas used in surface mining of coal. Approximately 85 percent of the population is white, approximately 12 percent is black, and other races are represented by slightly more than 1 percent. The male population outnumbers the female population; however, the

females have greater longevity than males as indicated by a median age of males ranging from 2.1 years up to 7.5 years less than the female median age for each county.

Education

A significant percentage of adults, age 25 and over, have completed less than an eighth-grade education in the Pennyrile region. The percentage range is from the lowest, 13.4 percent in Lyon County, to the highest, 25.9 percent in Todd County. The 1980 census figures indicate that 22,782 adults in the Pennyrile region, age 25 and over, had less than an eighth-grade education which results in an average of 18.1 percent.

Adult education programs in Kentucky provide instruction for adults 16 years of age or older who have not completed high school and/or are not enrolled in a regular school program or functioning at the level of a high school graduate. Adult basic education programs provide an individualized program of study designed to meet each adult's educational needs and goals. Subjects range from basic reading and arithmetic to advanced preparation for the General Educational Development Test (GED).

Local programs offer a variety of instructional options: (1) adult classes, (2) adult learning centers, (3) home instruction, and (4) volunteer tutorial literacy programs. Adult classes are offered in schools, libraries, work sites, jails, and community buildings.

Local School Districts. Serving the learning needs of adults in Region Two are adult education programs located in each county under the auspices of local school districts. These adult education programs provide ABE and GED classes and are staffed by at least one parttime or full-time teacher and administrator for each county. Adult education classes are offered in Powderly, Smithland, Marion, Kuttawa, Cadiz, Elkton, Hopkinsville, Providence, Madisonville, and Princeton.

Adult Learning Centers. Adult education learning centers are located at the Hopkins-Madisonville Public Library, at the Fort Campbell U.S. Army base, through the Christian County Board of Education, at the Madisonville Community College, at the Hopkinsville Community College, and at the Region Two vocational education administrative office building. Through the learning centers, noncredited instruction is open-entry, open-exit, and students can work at their own pace. Several options of instruction are available: literacy instruction, grade levels of one through four; basic education instruction, grade levels of five through eight; and GED preparation. The GED preparation involves taking the GED pretest (T.A.B.E.) when they enter the program. When the student feels ready to take the GED test, he/she is given a GED practice test. The results from the practice test are used as a recommendation to the student as to whether he/she should take the GED test or do further study. Homebound study is another option

provided by the learning centers. Whenever participants cannot attend classes because of lack of transportation or lack of childcare, paraprofessionals provide homebound instruction.

Military. Fort Campbell military base is located in the Pennyryle region and provides adult education classes on the base. Two adult basic education programs are operated at Fort Campbell through Murray State University. One is the Basic Skills Education Program (BSEP) and the other is the High School Completion Program (HSCP). Both of the programs are funded by the Department of the Army through contracts with MSU. BSEP is an on-duty program designed to improve the basic skills (math, reading, and writing) of soldiers. The soldier enrolls for one month and attends classes either 60 hours or 120 hours during the month. Instruction is individualized and competency-based. Approximately 15 soldiers are assigned to one teacher. Soldiers enter the program with skill levels as measured by the T.A.B.E. (Test of Adult Basic Education) of between 5.0 and 10.0. As of December 1987, approximately 400 students were enrolled per month in the BSEP program.

The HSCP is an off-duty adult high school diploma program. Soldiers attend classes and receive carnegie unit credits for successful completion. The program is approved by the Kentucky Department of Education and high school diplomas are granted by Murray State University in Murray. Approximately 30 soldiers per month enroll in this program.

State Vocational-Technical Schools. Vocational training opportunities for adults include a state vocational-technical school at Madisonville that offers courses in auto body repair, auto mechanics, carpentry, diesel mechanics, drafting, electricity, electronics, machine shop, mine maintenance, hydraulics, and welding. The state vocational-technical school has a health occupations annex which offers education and training in biomedical equipment technology, computer literacy, health services, medical lab technician, medical secretary, nurse aide, practical nursing, radiologic technologist, respiratory therapy, and surgical technician. Also available are home economics consumer and family life skills classes.

Another state vocational-technical school is located in McCracken County at Paducah which is within an hour's driving distance from several communities within the western portion of the Pennyrile area. Training available at West Kentucky State Vocational-Technical School include distributive education, barbering and cosmetology, dental assistant, licensed practical nurse, medical lab assistant, radiological technician, respiratory therapy, surgical technician, nurse aide, commercial foods, auto body, auto mechanics, appliance repair, carpentry, diesel mechanics, drafting, electricity, electronics, highway technology, machine shop, masonry, printing and graphics arts, tailoring, and welding.

Area Vocational Education Centers. Centers are located in Caldwell, Christian, Webster, and Muhlenberg counties. They primarily enroll local high school students; however, adults who are not enrolled in high school are permitted to enroll in classes at the area vocational centers if openings remain after high school students have enrolled.

Available at Caldwell County Area Vocational Center are courses in agriculture, health careers, food service, air conditioning and heating, auto mechanics, carpentry, electricity, and welding. Christian County offers agriculture, air conditioning, auto body, auto mechanics, carpentry, electricity, machine shop, masonry, welding, and business and office. Muhlenberg County Area Vocational Education Center offers courses in accounting, junior management, clerical, secretarial, health services, auto mechanics, carpentry, electricity, and welding. Webster County Area Vocational Education Center offers courses in agriculture, health services, auto mechanics, electricity, machine shop, and welding.

High Schools with Vocational Courses. Twenty-one high schools in the Pennyriple region also provide vocational courses through the local school districts. Courses offered to their high school students include agriculture, business and office, marketing education, industrial education, and home economics.

Community Colleges. The University of Kentucky Community College System has two community colleges in the

Pennyrile region, Madisonville Community college and Hopkinsville Community College. Each two-year college curriculum provides courses in general education along with continuing education programs that provide noncredit courses for all age ranges. Continuing education opportunities are provided in three areas: (1) skills and knowledge for occupational and professional development, (2) assistance in the solution of problems confronting society, e.g., health, government, or environment, and (3) enrichment of individuals' skills and knowledge in areas of personal interest and hobbies.

Universities. Universities easily accessible to the population in the Pennyrile region are Murray State University in Murray, Kentucky; Western Kentucky University in Owensboro, Kentucky; Vanderbilt University in Nashville, Tennessee; and Austin Peay University in Clarksville, Tennessee; University of Evansville and University of Southern Indiana, both at Evansville, Indiana.

Kentucky Educational Television. In 1984, KET joined with the Kentucky Department of Education and the Ashland Oil Foundation to increase the number of Kentucky adults with a high school diploma through a GED Study-at-home program and dropout prevention efforts; the program is known as GED ON TV. Records of inquiries, enrollments, and graduates by county are available from KET in Lexington. The total of inquiries made for the October KET session as of October 29, 1987 for the ten counties in the Pennyrile

region was 33. The number of persons in the Pennyryle region enrolled in GED ON TV for the October session was 17. The number of 1987-88 graduates from the Pennyryle region of GED ON TV as of November 10, 1987 was 103.

Kentucky Department of Corrections. A vocational education center located at the Kentucky State Penitentiary in Lyon County provides vocational training to inmates in air conditioning, auto body repair, masonry, meat cutting, small engine repair, and welding.

Job Training Partnership Act. Serving the Pennyryle region are 13 providers of JTPA (Job Training Partnership Act) services for adults as of December 1987. These providers operate training programs that serve adults in various types of training. In addition to the providers, approximately 28 industries within the Pennyryle region have utilized JTPA On-the-Job Training which reimburses an employer for wages paid to eligible individuals during a training period of time. (See the Pennyryle Education Services Referral Handbook for a listing of JTPA providers and the names of contact persons for each provider.)

Job Corp. The Earle C. Clements Job Corp Center, is a federally funded program that trains disadvantaged young people, ages 16-21, in vocational skills and prepares them for the job market. The Job Corps is administered by the U.S. Department of Labor. It is located in Morganfield on an 800 acre residential campus with a satellite center near Greenville, which is within the Pennyryle region. The

center in Morganfield provides college credit courses at its facilities through three universities, Murray State University in Murray, Kentucky; and University of Southern Indiana and the University of Evansville, both in Evansville, Indiana. The Morganfield center also offers GED testing.

Sheltered Workshops. Two sheltered workshops are located in the Pennryle area. The Muhlenburg County Opportunity Center is located in Greenville and the Pennyroyal Industries, Inc. is located at Princeton at the addresses given below:

Muhlenburg County Opportunity Center

Green Drive, Box 15

Greenville, KY 42345

(502) 388-5970

Pennyroyal Industries, Inc.

P.O. Box 421

Princeton, KY 42445

(502) 365-9416

Apprentice Programs. Apprenticeship program registration and the registration of apprentices are the responsibility of the Kentucky State Apprenticeship Council in cooperation with the United States Department of Labor, Bureau of Apprenticeship Training. An application for apprenticeship must be made through an employer, a labor union, or a joint apprenticeship committee. Vocational-industrial education can provide the minimum of

144 hours per year of the supplemental related instruction required of apprenticeship programs. Additional information may be obtained from the Kentucky Apprenticeship Council or the United State Department of Labor, Bureau of Apprenticeship Training.

Employment

Major employment in the region is dependent upon coal mining and health care services. Some of the coal mines in the Pennyrile region have closed and some industries have shut down or cut back in production. The result has been an unemployment rate in some areas of over 10 percent.

The employment figures for 1987, provided by the Cabinet of Human Resources in Frankfort, reflected highest unemployment rates at the beginning of the year and the lowest rates beginning in August. The range of unemployment rates for the first ten months of 1987 ranged from the lowest, 4.4 percent in Lyon County, to the highest, 18.2 percent in Crittenden County. The average rates for each county for the months January through October 1987 follow: Caldwell, 11.2%; Christian, 8.6%; Crittenden, 12.8%; Hopkins, 8.8%; Livingston, 9.7%; Lyon, 8.5%; Muhlenberg, 13.2%; Todd, 7.2%; Trigg, 8.9%; and Webster, 12.2%.

According to figures available from the Pennyrile Area Development District, there are approximately 34 businesses and industries in the Pennyrile area that have at least 100 employees as of December 1987. Industries that have at

least 400 employees are Princeton Hosiery, C & F Stamping Company, Flynn Enterprises, Phelps Dodge, Potter & Brumfield, General Electric in Madisonville, Ceretec, York International, and Johnson Controls.

PENNYRILE EDUCATION SERVICES MODEL PLAN

As our nation moves toward the twenty-first century, new challenges and opportunities will confront business, government, industry, education, and the work force. A review of current literature indicates that demographic and technological trends will have a profound effect on our society and that both public and private sectors should acknowledge these trends and begin taking steps to address these developments.

The Department of Labor in its "Work Force 2000" report predicts that the population and labor force will grow slowly over the next 15 years. There will be fewer younger workers which will result in an increase in the average age of the work force as the proportion of older workers to younger workers increases. Labor force growth will come mostly from women, minorities, and immigrants entering the work force.

As employers respond to technological change in order to remain competitive in an international marketplace, new skills and new levels of skills will be required. Educational and training opportunities will be needed for those likely to enter the labor force with emphasis on special groups, e.g., women, minorities, immigrants, and the handicapped who may require auxiliary services such as ESL courses (English as a Second Language), childcare, and special facilities.

Today's ever-pressing problem of illiteracy undoubtedly will remain a critical issue well into the future. Illiteracy appears to be one of the most serious problems among adults today. Functional illiteracy has become an epidemic that now includes millions of Americans. "Work Force 2000" projects that the level of work place literacy required will, on the average, continue to rise beyond the basic ability to read and write. This projection reemphasizes the need of identifying persons deficient in basic skills and of working toward upgrading their skills level.

The "Work Force 2000" report identified three tasks facing educators, employers, unions, government and the public at large over the next 15 years. Those three tasks are (1) promoting change--there must be a willingness by individuals, companies, unions, governments, and other institutions to adapt and respond to a rapidly changing economy; (2) increasing the number of people willing, able, and qualified to work--because of an anticipated slow labor force growth, it is necessary to find ways to train and employ the disadvantaged, immigrants, women, handicapped, and older people; (3) enhancing the skills of the work force--there will be few high-wage, unskilled jobs by the year 2000.

In response to the educational and vocational needs of adults in the ten-county Pennyrile region, the Pennyrile Education Services Model Plan has been developed. The plan

consists of the establishment of an Education Services Center in Madisonville which will serve as the model program with the hopes that its implementation will contribute to the formation of an Education Services Center in other communities, e. g., Hopkinsville serving Christian county; Cadiz for Trigg county; Princeton for Caldwell, Lyon, and Livingston counties; Marion for Crittenden county; Dixon for Webster county; Elkton for Todd county; and Greenville for Muhlenberg county. The Education Services Center established in each given community could serve undereducated adults through outreach services to the rural areas surrounding each Education Services Center.

Administrative Structure

The formation of the Madisonville Education Services Center, a facility to be located in Madisonville, would offer recruitment, assessment, referral, and supplemental instructional and group support services to meet the educational and vocational needs of undereducated adults in the Madisonville area. The Madisonville area would include the community of Madisonville and the surrounding rural areas of Nortonville, Mortons Gap, Beulah, Charleston, Nebo, Manitou, St. Charles, Hanson, Anton, Vandetta, Ashbyburg, Slaughters, and Earlington. The administration of the Center would be through the Kentucky Department of Education, Office of Vocational Education, and under the direct supervision of the Region Two director of Vocational Education.

The Education Services Center should maintain contact with business; industry; ABE and GED programs; educational institutions inclusive of public education, community colleges, and regional universities; vocational education inclusive of area vocational centers and state vocational-technical schools; community service agencies; and local government through a regional advisory committee made up of representatives from each of the areas of contact.

Personnel. One full-time position, Madisonville Education Services Center Coordinator, would be created for the administration of activities for the Education Services Center and additional personnel added as needed for establishing outreach services.

The planning, organizing, coordinating, supervising, and evaluating activities of the Center would be the responsibility of the Madisonville Education Services Center Coordinator. (See Appendix B for listing of personnel responsibilities). Another full-time position, which could begin on a parttime basis, is that of Outreach Coordinator who would assist in the recruitment, assessment, referral, and specialized instruction of undereducated adults, especially in the rural areas surrounding the Center. Outreach activities primarily would consist of recruitment in cooperation with adult educators in the local school districts and the assessment and referral activities that would be provided on a periodic basis within each of the

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rural areas as needs are identified. The establishment of the outreach services should begin in one rural community with services extended to other areas only after services appear to be successfully established in the original outreach area.

Location. In selecting the location within the community for the Education Services Center, the following considerations should be included: (1) The location of the Center should be easily accessible to those who will be using the Center and who may have transportation difficulties. Convenience and accessibility of public transportation to participants likely to use the Center and to the location of the Center should be considered. (2) Housing the Education Services Center in one of the locations of other projects funded through the Carl Perkins Act, e.g., Teen Single Parents Program, Single Parent Homemakers Program, and Job Training Partnership Act projects or in area vocational education centers would increase accessibility of the Center's services to participants in other Carl Perkins Act projects and programs. (3) The location of the Education Services Center should be one that is not intimidating to participants, i.e., some adults have unpleasant memories of their educational experiences, and buildings and locations associated with those unpleasant experiences can be deterrents to their participation.

Services to be Provided

Services to be provided by the Education Services Center would consist primarily of recruitment, assessment, referrals, group support activities, and specialized instruction in the form of mini-workshops and presentations for transitional support, job preparation, and related topics.

Recruitment. The most successful means of reaching undereducated adults is by word-of-mouth because undereducated adults often cannot or will not attempt to read printed materials. Some means of attracting adults to the services provided by the Education Services Center could include the use of public service radio and television announcements; promotional gimmicks such as distribution of coupons for a "free" service that will attract adults to the Center; and a recruitment telethon. Promotion of the Center's services could be conducted through the public school systems once permission from school officials is obtained. Other means of recruitment could include setting up informational booths and displays at community functions and at public building and encouraging the Center's participants to bring friends and family members to the Center, especially for special programs and social activities which publicize accomplishments and successes of participants.

Cooperative recruitment activities involving Education Services Center personnel, ABE and GED personnel, and

personnel from other programs that provide services to undereducated adults can be beneficial to undereducated adults and to each program. Recruitment can be directed to specific populations in addition to the general population, e.g., employees for a particular business or industry.

Follow-up contact is especially important once a prospective participant is identified; follow-up also should continue once a participant has been referred to another program so that moral support and encouragement can be provided when needed. Personal contact is the best means of follow-up. This is evidenced by a special recruitment project for improving basic skills that was started by the North Carolina Commission of Indian Affairs. A total of 135 Indian adults were recruited in four counties and the retention rate was greater than 50 percent. Beginning with recruitment, a recruiter/counselor met with each participant to identify personal, educational, and career goals. Periodic sessions were held with each participant to assess the actual results of the goals set. The Commission attributes the success of the project to the specialized services and expressed care and concern for the participants that encouraged them to continue toward their goals.

A follow-up system should be devised so that periodic follow-ups can be conducted as needed. Some participants, because of their situations, should be contacted often whereas others who may be well on their way toward meeting their educational and/or vocational goals will not need

frequent follow-up. The follow-up system should include a means of recording the date of each follow-up contact, a brief description of where the participant is in relation to meeting his/her goals, selection of a future date for making the next follow-up contact, and identification of personnel making contact.

Assessment. Step One in the assessment process is the preliminary interview. As adults come to the Education Services Center, Education Services Center personnel would talk with each individual in order to determine the type of assistance that the person is seeking. A data sheet should be completed for each participant. (See Appendix C). During the preliminary interview with the participant, his/her personal, educational and/or vocational goals, and career goals should be identified. Identification of goals and job objectives may not be possible until the participant undergoes the entire assessment process.

If a participant is able to identify goals and objectives, the participant may wish to omit portions of the assessment process and move on to Step Three--Referral. However, the assessment process can yield valuable information to participants in identifying their strengths and weaknesses. Participants should be encouraged to complete the assessment process.

The objectives of assessment are to assist each individual in (1) identifying personal goals and objectives, (2) identifying areas of interest and ability,

(3) determining basic skills levels in order to identify areas of strengths and weaknesses and (4) devising a plan for accomplishing educational and career goals.

One or more assessment tools may be used in helping an individual to identify his/her educational and vocational goals. By identifying personal characteristics, aptitudes, and interests and matching those elements to job types and careers, an individual is given an opportunity to make a career selection which may become the individual's career goal. Assessment tools to be considered for use include the Myers Briggs Type Indicator (MBTI), Career Ability Placement Survey (CAPS), Career Occupational Preference System (COPS), Career Orientation Placement and Evaluation Survey (COPES), Wide Range Achievement Test (WRAT), and the Bennett Mechanical Test. (See Appendix D for a description of each assessment tool.)

Following are some considerations in selecting assessment tools: (1) Some assessment tools, such as the Vocational Implications of Personality VIP, are available on computer software and should be considered for use when computer hardware is available. The use of computers with assessment can be advantageous in that computers usage with interest survey software adds novelty to the survey process; however, computer usage in a power test, one that involves timing, is not recommended because the computer contributes to frustration for participants, resulting from lack of familiarity with the computer and difficulty in reading the

monitor screen. (2) Another consideration relating to assessment services available to participants is that assessment should be provided without cost to participants, whenever possible. (3) In the selection of assessment tools, consideration should be given to the amount of training that is required for the administration of the assessment tool. A good selection of assessment tools are available that do not require specialized training of personnel. However, if a participant wishes to take an assessment that requires specially trained personnel in the administration and/or interpretation, arrangements should be made with trained personnel to administer the assessment. (4) Periodic scheduling of each assessment tool at a given time for a small group of participants might be more convenient for Education Services personnel compared to administering each assessment tool to each person as needed. Another alternative is to refer the participant to a contact person who administers assessment through another program or agency. (5) Efforts should be made to work with business and industry in offering these assessment opportunities onsite of businesses and industry to their employees. Perhaps employers will offer incentives to their employees to participate in the assessments.

Some industries have expressed interest in establishing assessment centers and in increasing emphasis placed on the assessment process. Rigorous testing is standard procedure for some U.S. automobile manufacturing plants either under

construction or recently completed, e.g. the Toyota Motor Company in Georgetown, Kentucky; Mazda Motor Corporation in Flat Rock, Michigan; a joint venture of Isuzu Motors Ltd. and Fuji Heavy Industries Ltd. in Lafayette, Indiana; and by Diamond-Star Motors Corporation, a joint venture of Mitsubishi Motors Corporation and Chrysler Corporation in Bloomington-Normal, Illinois. The Toyota Motor Company, with the most rigorous assessment process, administered 14 hours of testing for its new employees at the Georgetown plant; the initial tests covered reading, math, manual dexterity, job fitness, and technical knowledge.

Following identification of a participant's career goals and objectives, assistance should be provided to the participant in developing a plan for accomplishing his/her goals. Once the participant has developed a plan, the participant moves on to Step 3--Referral.

Referral. Another service provided by the Education Services Center is referral of participants to services and/or programs that likely can provide the opportunities needed for participants to meet their educational and/or vocational goals. The referral process is crucial; participants may need more than a name, address, and telephone number of a contact person. If a participant is not familiar with a program or service in which he/she is interested, support and encouragement can be provided by taking the participant to meet the contact person or by

arranging a fieldtrip for that participant and other participants who may be interested in a vocational program adult basic education or GED program, or community college program.

A referral handbook that lists contact persons within each county representing programs and services that serve undereducated adults is provided in Appendix E. Familiarity with guidelines of various programs and services that are available throughout the Pennyryle region will be helpful in referring individuals to those services and programs.

As participants identify the kinds of educational and/or vocational services needed to meet their goals, names, telephone numbers, and directions can be provided to Education Services Center participants. Because some people are reluctant to pursue services offered in a location or facility unfamiliar to them, Education Services Center personnel can assist participants in overcoming those barriers.

Taking a participant to the nearby vocational school or community college or to an Adult Learning Center may be the simple solution to overcoming a participant's anxiety in seeking information about educational or vocational services/programs. Planned tours of learning centers, libraries, vocational schools, community colleges, and regional universities, along with opportunities to meet contact people from the institutions, should be regularly scheduled services available through the Education Services Center.

Workshops and Individualized Instruction.

Instructional services provided by the Education Services Center should include workshops, minicourses, and individualized instruction. Instructional objectives of the Education Services Center should be to offer (1) affective kinds of learning opportunities that include building self-esteem, assertiveness, and confidence and identifying values, (2) environmental coping workshops that include management of stress, time, and money; childcare; and nutrition and good health, and coping with transition, e.g., unemployment, going back to school, and retirement, (3) job preparation courses that include conducting a job search, developing a resume, and interviewing, and (4) job maintenance skills that include work ethics, interpersonal communications, communication skills, computer literacy, decision making, problem solving, and safety. Perhaps some of the workshops can be provided through cooperative efforts with the community colleges, area vocational centers and schools, and community agencies.

Efforts should be made to work with businesses and industry in offering these educational opportunities onsite of business and industry to their employees. Perhaps employers will offer incentives to their employees to participate in the workshops and/or minicourses.

Methods of instruction should include individualized instruction with audio and audiovisual formats that allow the individual to listen and see rather than read a textbook

or listen to a lecture. Participants should be encouraged to use computerized instructional methods if available. Evaluation of achievement, whenever necessary, should be accomplished in the form of self-evaluation, whenever possible.

Support groups. The formation of support groups should be started at the Center or in convenient outreach locations for participants according to their needs. The groups should meet regularly in order to discuss problems the participants have encountered in the pursuit of their educational and vocational goals. Support group participants should identify topics of interests for presentations to be offered at the Center. Examples of topics that may be of interest to participants are stress management, study techniques, interview techniques, assertiveness, and money management.

Once support groups are formed, participants should be encouraged to accept leadership roles within the support group. Presenters for support groups presentations could come from resource people who will provide services without cost and as a public service to the community.

Outreach Activities. In order to offer educational opportunities to adults in the rural areas of Region Two, outreach activities should be provided on a regular basis within the rural communities. A schedule should be developed so that participants can expect assistance at regularly scheduled times.

As contact is made with each outreach participant, the same services should be available to the participant that would be available through the Education Services Center. Two factors may limit availability of services: (1) availability of equipment and hardware and (2) number of participants. Computers, equipment, and supplies cannot be moved easily from one location to another and computerized assessment software may not be available to outreach participants. The number of participants with like interests would limit group activities but would be conducive to individualized activity. Perhaps the use of an individualized learning activity packet instructional delivery system could best be utilized in outreach areas. The development of job search activities and resumes could be provided through instructional modules.

Another consideration for outreach services would include a mobile van containing instructional equipment and materials. A mobile van could provide educational services to at least 10 communities by scheduling a morning and afternoon in two communities each day, five days a week. Equipping a large mobile van with computers would provide an opportunity for adults to become familiar with computers and their uses while providing remediation in basic skills. The cost factor in acquiring and utilizing a mobile van can be prohibitive.

Entrepreneurial Opportunities. Some adults may have an interest in starting their own business. Nearly everyone

since the beginning of our country's time has at some time had the dream of being his/her own boss. A series of workshops should be available to assist adults in the process of starting a business.

The Kentucky Department of Education, Office of Vocational Education, has developed entrepreneurship education curriculum that consists of 50 instructional tasks and reference materials. The entrepreneurship education curriculum can be used as a basis for developing workshop activities to assist adults in the entrepreneurial process.

The objectives of entrepreneurial education are to (1) help participants develop confidence and competence in their abilities to start small businesses and (2) create new job opportunities in the local economy. Entrepreneurial training opportunities would lead individuals through the processes of developing a business plan to actually seeking the resources to open a business or to assume ownership of an existing business. Once a participant actually starts a business, assistance and support may be needed.

Identification of a team of community businesspeople who own a business and who would serve as resource people or advisors would be very beneficial to the Education Services Center's entrepreneurial participants.

Other Services for Consideration. The "Work Force 2000" report indicates that a larger proportion of entry-level job seekers will come from minority, immigrants, and women; therefore, (1) child care services should be

considered to accommodate the increasing number of women and single parents who will be needing educational and vocational training in order to become qualified for employment. (2) The number of people in the Pennyrile region who speak a language other than English as their primary language may not be significant enough to warrant course offerings in English as a Second Language. However, as population shifts occur, there may be a need for ESL in the future, and there should be periodic efforts to determine the need for an ESL offering. (3) Efforts should be made to identify financial resources to assist undereducated adults, e.g., grants, scholarships, and assistance to cover or partially cover the cost of items such as textbooks, GED examination fees, and transportation.

Professional Development Opportunities. The Education Services Center should identify opportunities of professional development that may be of interest of those who provide instruction for adults and disseminate information about the professional development opportunities. In some cases, there may be sufficient interest in a specific topic, e.g., computer literacy, that a workshop could be provided through the Education Services Center to instructors in Adult Basic Education, literacy programs, and vocational education.

Advisory Committees.

A regional advisory committee should be established for the Pennyrile Educational Services Plan with the

implementation of the model plan in the Madisonville area. The advisory committee should consist of no more than 11 members with each member serving three consecutive years. The terms should be staggered so that each year two-thirds of the committee would not be replaced. If possible, the members should represent each of the ten counties in the Pennyryle region and should be representative of business, industry, education, community organizations, and government. Advisory committee objectives should be to:

- (1) assist in program evaluation in relation to program objectives

- (2) make recommendations for program improvement

Local advisory committees should be established within each community in which an Education Services Center is established. The committees should be limited to no more than 11 members and should follow an organizational makeup similar to the regional advisory committee and should be representative of the community and the outreach areas served by the Education Services Center. The objectives of the local advisory committees should be to:

- (1) assist in local program evaluation in relation to program objectives and
- (2) make recommendations for improving services to the community and especially to the outreach areas.

Facilities and Equipment

Implementation of the model plan in one community can begin with the allocation of one room within a building. The room should have sufficient space for at least two desks

for administrative purposes, telephone facilities, at least four work tables and approximately 16 chairs, an instructional area equipped with chalkboard, bulletin boards, and projection screen. The building should be accessible to handicapped persons and should include facilities, i.e., water fountains, restrooms, etc., that are convenient to handicapped persons. Heating, lighting, and ventilation, and acoustics should be appropriate. Adults tend to have increased eyesight and hearing problems and increased sensitivity to temperatures as they age.

Equipment should include at least one VCR camera and monitor, film and slide projectors with projection screen, at least two computers with printers, 2 office desks and chairs, and 4 rectangular work tables and 16 chairs.

Budget and Finances

The Education Services Center Coordinator would be responsible for preparation of the Center's budget and for accountability of reports according to guidelines of the Department of Education, Office of Vocational Education, Region Two Vocational Education.

The Education Services Center personnel should provide assistance to local school districts and program coordinators, by request, in the identification and development of grant proposals for the procurement of supplemental funds for the expansion of educational services to undereducated adults within the Pennyrile region.

Policies and Guidelines

The Education Services Center would operate within policies and guidelines set forth by each program and agency

working cooperatively with the Education Services Center. Personnel should be familiar with policies and guidelines for selected programs and agencies within the Pennyrile region. It would be the responsibility of the Education Services Center Coordinator to maintain up-to-date information concerning policies and guidelines of programs and services that work cooperatively with the Education Services Center.

Summary

The Pennyrile Education Services Model Plan consists of the establishment of eight Education Services Centers throughout the ten-county Pennyrile region. The implementation of the model plan would begin with the establishment of an Educational Services Center in Madisonville to serve the Madisonville community and the surrounding rural communities of Hopkins county.

Services provided by the Education Services Center include (1) recruitment of undereducated adults, (2) assessment of personal, educational and/or vocational strengths and weaknesses for the purpose of identifying educational and vocational goals, (3) referral that involves assisting adults in making contacts with programs that provide services needed toward accomplishing their goals, (4) workshops and supplemental instruction, (5) support groups, (6) outreach to rural communities, (7) entrepreneurial opportunities, (8) professional development opportunities for personnel who work with undereducated adults, and (9) childcare and English as a Second Language, as needed.

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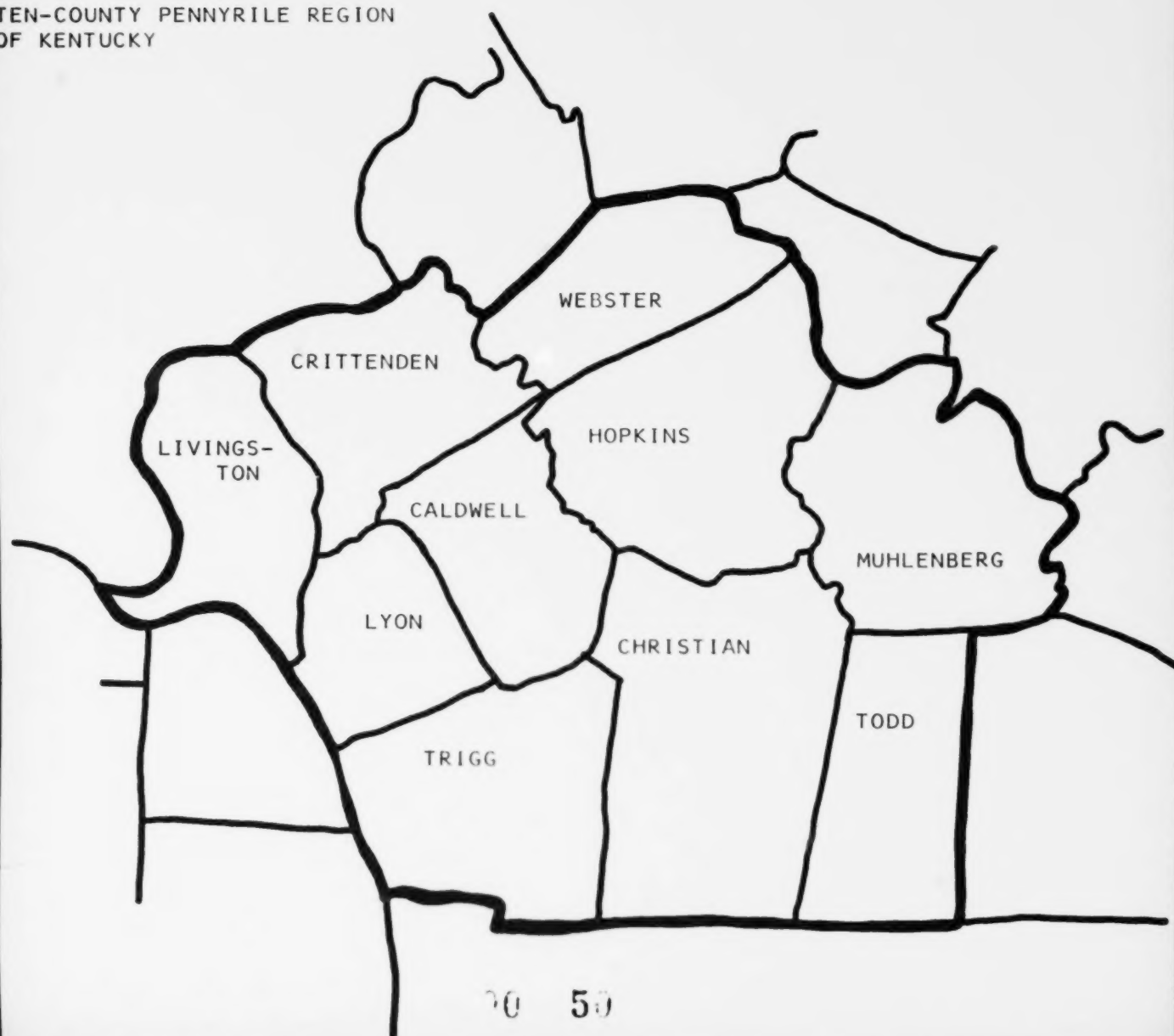
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APPENDIX A

TEN-COUNTY PENNYRILE REGION
OF KENTUCKY



APPENDIX B

PERSONNEL RESPONSIBILITIES

The primary responsibilities of the Coordinator of the Education Services Center, in accordance with local, regional, and state guidelines and policies, are proposed below. Those responsibilities are:

1. Supervise and evaluate work of employees.
2. Plan and organize activities and programs for the Education Services Center.
3. Participate in regional and local advisory committee meetings.
4. Develop short- and long-range goals.
5. Develop budgets and operate within those boundaries.
6. Compile interpretive reports.
7. Maintain up-to-date records and record system.
8. Promote adult and vocational education opportunities.
9. Work cooperatively with other programs and agencies in identification and recruitment of undereducated adults for adult and vocational education.
10. Assist in identification of educational and vocational needs of population served by the Education Services Center.
11. Identify sources of financial assistance that might be helpful to undereducated adults.
12. Assist in grant proposal development for adult, vocational, and community programs, upon request.
13. Identify professional development opportunities for local personnel who work with undereducated adults.
14. Maintain contact with local business, industry, community, educational, and government representatives.
15. Organize and supervise outreach services to rural communities.
16. Identify and/or provide entrepreneurial training opportunities to undereducated adults, as needed.

Personnel Responsibilities, p. 2

17. Assist in the organization of support groups for undereducated adults, as needed.
18. Identify and/or provide environmental coping workshops for undereducated adults, as needed.
19. Identify appropriate assessment instruments and procedures to be used in the assessment services.
20. Evaluate and recommend changes for improving services provided by the Education Services Center.

APPENDIX C

DATA SHEET

Pennyrile Education Services Center Kentucky Department of Education Office of Vocational Education			Application Date	
1. Name		2. Social Security		3. U. S. Citizen () Yes () No
4. Phone				
5. Address (Street, City, Zip)				
=====				
(Items 6-12 optional)				
6. Family Status		9. Ethnic Group		10. Sex
() Single Parent		() Single		() Male
() 2 Parent Home		() Married		() Female
() Independent		() Divorced		11. Birthdate
() Other		() Separated		
() Widowed		() Am. Indian		12. Age
		() Hispanic		
		() Asian		
		() Other		
7. No. in Family		8. No. of Dependents		
=====				
13. Last School Attended			14. Last Grade Attended (Circle)	
			1 2 3 4 5 6 7 8 9 10 11 12	
15. Hobbies/Interests				
16. Kinds of Work Experience				
17. Student Goals/Objectives				
18. Time Available -- Day and Time				
Monday	Tuesday	Wednesday	Thursday	Friday
19. Applicant's Signature				
20. Recruiter/Counselor			Date	
21. Comments				

The Pennyrile Education Service Center does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap.

PENNYRILE EDUCATION SERVICES CENTER
 Kentucky Department of Education
 Office of Vocational Education
 Region Two

EDUCATION/CAREER GOALS AND OBJECTIVES

Student: ..		
Address (City, State, Zip)		
GOAL	OBJECTIVE	RESULTS
This plan has been discussed and developed together.		
Recruiter/Counselor Signature		Date
Participant's Signature		Date

APPENDIX D

DESCRIPTION OF ASSESSMENT TOOLS

Myers Briggs Type Indicator - The Myers Briggs poses over 100 questions about how the test taker usually feels or acts in particular situations. According to the publisher of the MBTI, approximately 1.5 million people took the MBTI in 1986; it is almost certainly the most widely used personality test in the U.S. The MBTI functions as a tool that helps people in organizations to:

- (1) understand themselves and their behaviors
- (2) appreciate others so as to make constructive use of individual differences
- (3) see that approaching problems in different ways can be healthy and productive.

There are no right or wrong answers to the test. The answers will help an individual understand how he/she likes to look at things and how the individual goes about making decisions.

The MBTI is copyrighted by the Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306. The average cost of the test is less than \$1.

Career Occupational Preference System - The COPSystem is designed for use in guiding examinees in the exploration of occupations. It is appropriate for use in group guidance units as a starting point for exploring the world of work and for individual counseling with adults.

Price of test booklets currently is \$32.00/100

Career Orientation Placement and Evaluation Survey (COPES) -

The COPES provides comprehensive measurement of work values for use in career planning. COPES results are presented on eight scales that cover the areas of (1) Investigative vs Accepting, (2) Practical vs Carefree, (3) Independence vs Conformity, (4) Leadership vs. Supportive, (5) Orderliness vs Non-compulsive, (6) Recognition vs Privacy, (7) Aesthetic vs Realistic, (8) Social vs Self-concern.

Price of test booklets currently is \$32.00/100.

Career Ability Placement Survey (CAPS) - The CAPS is a comprehensive, multi-dimensional battery designed to efficiently measure abilities keyed to entry requirements for the majority of jobs in each of fourteen occupational clusters.

The ease of administration and scoring, the interpretive usefulness of the results and the effective use of testing time makes the CAPS an ideal ability battery for use in career development.

The CAPS tests include (1) mechanical reasoning, (2) spatial relations, (3) verbal reasoning, (4) numerical ability, (5) language usage, (6) word knowledge, (7) perceptual speed and accuracy, (8) manual speed and dexterity.

Price for test booklets currently is \$193.00/100.

The COPS, COPES, and CAPS assessment instruments are available from EdITS, P.O. Box 7234, San Diego, California, 92107.

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The COPES provides comprehensive measurement of work values for use in career planning. COPES results are presented on eight scales that cover the areas of (1) Investigative vs Accepting, (2) Practical vs Carefree, (3) Independence vs Conformity, (4) Leadership vs. Supportive, (5) Orderliness vs Non-compulsive, (6) Recognition vs Privacy, (7) Aesthetic vs Realistic, (8) Social vs Self-concern.

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Price for test booklets currently is \$193.00/100.

The COPS, COPES, and CAPS assessment instruments are available from EdITS, P.O. Box 7234, San Diego, California, 92107.

Wide Range Achievement Test (WRAT-R) - The purpose of the WRAT-R is to measure the codes which are needed to learn the basic skills of reading, spelling, and arithmetic. Unlike most achievement tests, the WRAT-R is normed by age and not grade level. Its standard scores and percentiles compare an individual's performance with others of the same age.

Level 2 is for persons 12 years through 74 years 11 months.

Total test time is 15 to 30 minutes, depending upon age. Spelling and arithmetic may be administered to groups or individuals; reading, to an individual only. Scoring by hand takes less than 5 minutes.

The WRAT-R is available from JASTAK Assessment Systems, P.O. Box 4460, Wilmington, Delaware, 19807. Price of tests is \$10.00/25.

Bennett Mechanical Comprehension Test - The BMCT tests the ability to learn readily the principles of operation and repair of complex devices. Items are presented in terms of simple, frequently encountered mechanisms that do not require textbook or other specialized knowledge. The BMCT is used for selecting apprentices and employees for jobs in production, machinery maintenance, the construction trades, and the utilities industry as well as for trade schools and engineering training.

The examinee responds to 68 items, each of which requires the application of a physical law or a mechanical operation. Test time is 30 minutes. The price of test booklets is \$69.00/25; answer sheets \$34.00/50.

APPENDIX E

**PENNYRILE
EDUCATION
SERVICES
REFERRAL
HANDBOOK**

INTRODUCTION

This handbook, which contains a listing of services for adults within each of the ten Pennyryle counties, was developed as part of the Pennyryle Education Services Model Plan. Funds for developing the model plan were provided through a grant from the Kentucky Department of Education, Office of Vocational Education, to Region Two Vocational Education.

The purpose of the Pennyryle Education Services Referral Handbook is to provide a convenient resource to those who work with adults that will assist them in identifying educational, vocational, and community services that are available to serve adults. The handbook was developed by contacting representatives of adult educational, vocational, and community service programs within each county. An explanation was given about the development of the handbook and its intended purpose. Information about services provided was obtained and, in some cases, the name of a contact person was included along with a telephone number.

Periodically, the handbook should be updated to ensure its accuracy. Users of the handbook should contact the Region Two Vocational Education Office to note changes, additions, and deletions of information as needed.

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PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
ABE classes GED preparation/testing (Day and evening) program contingent upon renewal of grant	Caldwell County Area Vocational Education Center Highway 91 North Princeton, KY 42445	Caldwell County Board of Education (502) 365-6601
Literacy program Tuesdays 6 pm - 9 pm (through the Caldwell County Board of Education)	Adult Reading Program West Side Elementary 201 Short Street Princeton, KY 42445	Clara Boone, Literacy Coordinator (502) 365-9697 (after 4 p.m.)
Vocational training -welding -electricity -carpentry -auto -foods/ mechanics health -air cond. & refrig.	Caldwell County Area Vocational Education Center P.O. Box 350 Highway 91 North Princeton, KY 42445	Arthur Dunn Principal (502) 365-5563
Literacy Program (through the Literacy Commission)	Caldwell County Adult Reading Program Pennyroyal Sheltered Workshop 945 Dawson Road Princeton, KY 42445	Joan Daub, Evaluator (502) 365-9416
Food stamps, medical/ welfare assistance	Dept. for Social Insurance P.O. Box 264 102 South Seminary Princeton, KY 42445	Phil Bryant (502) 365-9721 365-5524

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
JTPA Program	Caldwell County Area Vocational Education Center P.O. Box 350 Highway 91 North Princeton, KY 42445	Patsy Oliver, Supervisor (502) 365-7621
Employment Services	Hopkinsville Dept. for Employment Services Hopkinsville, KY 42240	(502) 887-2509
JTPA Provider	Pennyrile Offenders Corrections Cabinet Probation & Parole Caldwell County Courthouse Princeton, KY 42445	Mr. Gary Craft
GED preparation Monday & Tuesday nights 6 pm - 9 pm	Fredonia Elementary Fredonia, KY	Joycelyn Jones (502) 545-3431
GED preparation 6 pm - 9 pm Monday, Thursday nights	Caldwell County Area Vocational Education Center, Highway 91 North Princeton, KY 42445	Patsy Oliver (502) 365-7621

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
GED instruction Monday 8 am-12 Noon Friday 12:30-3 pm	George Coon Library 114 S. Harrison Princeton, KY 42445	Patsy Oliver (502) 365-7621

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
Literacy instruction & literacy tutors ABE classes GED preparation English as Second Lang. Math refresher	Christian County Adult Education Christian County Board of Education P.O. Box 609 Hopkinsville, KY 42240	Beverly Thomson Coordinator (502) 887-1319
Vocational training -air conditioning/Refrig. -auto body -masonry -carpentry -welding -electricity -machine shop -auto mechanics	Christian County Area Vocational Center 705 N. Elm Hopkinsville, KY 42240	Ann Claxton, Prin. (502) 886-3734
JTPA Program (16-21 yrs) -job training & placement -basic skills instruction	MINACT, Inc. 1910 S. Virginia St. Hopkinsville, KY 42240	Larry Moore
JTPA Program	Home Health Care Training 718 W. 15th Hopkinsville, KY 42240	Lisa Church
-business/industry training -community education -community services & speakers bureau	Hopkinsville Community College P.O. Box 2100 Hopkinsville, KY 42240	Dr. Margaret Smith (502) 886-3921

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
GED preparation ABLE (Adult Basic Learning Exam)	Adult Learning Center Hopkinsville Community College North Park Drive Hopkinsville, KY 42240	Wanda Bingham (502) 886-3921
Literacy services	Christian County Literacy Council Hopkinsville Community College North Park Drive Hopkinsville, KY 42240	(502) 886-3921
Outreach and Referral services to single parent/homemakers	Hopkinsville Community College North Park Drive Hopkinsville, KY 42240	(502) 886-3921
JTPA training for unemployed or under employed	Hopkinsville Community College North Park Drive Hopkinsville, KY 42240	(502) 886-3921
Adult Reading Program -tutoring services at library or at site convenient for student	Volunteer Reading Prog. Hopkinsville-Christian County Public Library	

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
JTPA Program--eligible persons may earn high school credits (classes meet two days a week)	JTPA Program Head Start Center Hopkinsville, KY 42240	Christian County Board of Education
Employment services	Department for Employment Hopkinsville, KY 42240	(502) 887-2509

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
GED preparation	Crittenden County Middle School Highway 60 West Marion, KY 42064	Shirley Hannah Board of Education (502) 965-3525
Literacy Program	Crittenden County Public Library 204 W. Carlisle Street Marion, KY 42064	Letta Shuecraft Coordinator (502) 965-3354
Employment services (on Tuesdays)	Bureau of Manpower 133 E. Carlisle Marion, KY 42064	(502) 965-5355
Food stamps, medical assistance	Dept. for Social Ins. Marion, KY 42064	Phil Bryant (502) 965-2254
Child/Adult abuse and neglect investigations,	Dept. for Social Services 133 E. Carlisle Marion, KY 42064	Fay Carol Crider Family Services Office Supervisor (502) 965-5246

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
ABE classes GED preparation Homebound instruction JTPA Literacy	Hopkins County Learning Center Madisonville-Hopkins County Public Library 31 S. Main Street Madisonville, KY 42431	Dr. Sylvia Bivens Beverly Britt (502) 825-6049
GED examination	Madisonville Community College College Drive, Rm. 306 Madisonville, KY 42431	Kimberly Hardesty (502) 321-2250
Employment services	Dept. for Employment P.O. Box 1243 Madisonville, KY 42431	Dorothy Johnson (502) 825-6562
Vocational training-trades -auto mechanics -auto body -welding -carpentry -drafting -machine shop -electricity	Madisonville State Voc-Tech School 637 W. Center Madisonville, KY 42431	Jack Ford, Prin. (502) 825-6544
GED examination	Madisonville State Voc-Tech School 637 W. Center Madisonville, KY 42431	Libby Bacon (502) 825-6546

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
Vocational training -health care & personal services	Madisonville State Voc-Tech School 701 North Laffoon St Health Occupations Annex Madisonville, KY 42431	Joyce Logan, Prin. (502) 825-6552
GED preparation	Madisonville State Voc-Tech School 637 W. Center Madisonville, KY 42431	James Ramage (502) 825-6546
JTPA	Madisonville State Voc-Tech School 637 West Center Madisonville, KY 42431	Bill Hatley Director (502) 825-6546
Senior Workers (55 yrs & older) -job training	Senior Workers' Placement 44 Union St Madisonville, KY 42431	Deborah Morrow Project Coord. (502) 825-3037
ABE classes	Dawson Springs Public Library Dawson Springs, KY	Hopkins County Learning Center Madisonville (502) 825-6049

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
ABE classes GED preparation	Livingston County Board of Education Smithland, KY 42081	Dan LaRue (502) 928-2111
GED testing	West Kentucky State Voc-Tech School Highway 60 West P.O. Box 7408 Paducah, KY 42001	Linda McElya (502) 554-4991
Adult High School Diploma ABE classes GED preparation ABE/GED also offered at: -River City Mission, 6th Street, Paducah -Spouse Abuse Center, Paducah -Paducah Community Services Center, 7th & Ohio -Friedman Substance Abuse Center, Third Street -Paducah Headstart, 1040 Flourney, -Literacy opportunities in churches & homes throughout Paducah	Paducah Adult Learning Center Paducah Board of Education	Tony Hurley, Dir. (502) 444-5790
Vocational training	West Kentucky Voc-Tech Highway 60 West P.O. Box 7408 Paducah, KY 42001	Admissions Office Linda McElya (502) 554-4991 Michael Staples (502) 554-4991

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
Employment services JTPA programs	Dept. for Employment Services 418 South Sixth Paducah, KY 42001	Janice Lady (502) 444-8000
Food stamps, medical assistance, AFDC	Dept. for Social Ins. Smithland, KY 42081	Helen Joiner (502) 928-2914
Adult/child protection elderly & disabled, foster care	Dept. Social Services Smithland, KY 42081	Bill Wilson (502) 928-2158

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
GED preparation ABE classes Monday & Tuesday evenings (6 pm - 9 pm)	Lyon County Board of Education Eddyville, KY 42308	Sharon Cruce (502) 388-2431 Leave message
Literacy instruction	Literacy Program	Sharon Cruce Leave message at 388-2431
Basic computer instruction	Lyon County Board of Education Eddyville, KY 42308	388-9715
Food stamps, medical assistance, AFDC, disabled & elderly long-term care	Dept. for Social Ins. P.O. Box 527 (Trade Ave) Eddyville, KY 42038	(502) 388-2206
Adult/child protective investigations, foster care, juvenile, and crisis intervention	Dept. for Social Services P.O. Box 527 Eddyville, KY 42038	Henrietta Pierce (502) 388-2146

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
ABE classes GED preparation Monday & Wednesday nights 6 - 9 pm	Muhlenberg Central High School Powderly, KY	James Stewart Muhlenberg County Board of Education Greenville, KY (502) 338-2871
Literacy program	Muhlenberg County Board of Education	James Stewart 338-2871

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
ABE classes Begin in September Monday & Tuesdays 6 - 9 p.m.	Todd Central High School Elkton, KY 42220	Charles Rust (502) 265-2436
Literacy Program	Todd County Literacy Prog. Todd County Public Library Elkton, KY 42220	Dorothy Breakfield Director (502) 265-9071

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
ABE GED preparation Adult reading & literacy	Adult Education Center P.O. Box 31 Highway 68, East Cadiz, KY 42211	Janice Boyd, Coord. 522-3805 or 522-6075, Board
GED examination	Caldwell County Board of Education, Princeton OR Hopkinsville Community College, Hopkinsville	365-6601 886-3921
Vocational training	Christian County Area Center 705 N. Elm Hopkinsville, KY 42240	Ann Claxton, Prin. (502) 886-3734
Computer training	Trigg County High School P.O. Box 31 (Board of Education) Cadiz, KY 42211	Jim Wallace 522-6075 OR Mary Ann Fourgurean Principal 522-6071
JTPA	Trigg County High School Cadiz, KY	Terry Shelton Coordinator (502) 522-6071

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
Emergency food, clothing and medicine Rent, employment & adult education referrals Housing winterization	Pennyrile Allied Community P.O. Box 99 Cadiz, KY 42211 (basement of courthouse)	Ruth Ann Mitchell Community Services (502) 522-3265
Senior citizen services	Pennyrile Allied Community P.O. Box 99 Cadiz, KY 42211 (basement of courthouse)	Carolyn Bland, Dir. (502) 522-8341

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
ABE classes GED preparation	Providence Indep. Schools Providence Board of Education W. Main Street Providence, KY 42450	Martha Wooten Supt. of Schools (502) 667-7007
GED preparation GED testing ABE classes Adult reading & literacy instruction	Henderson Community Coll. Adult Learning Center 2660 S. Green St. Henderson, KY 42450	Patty Floyd Instructor/Supv. (502) 827-1867
GED testing	Madisonville Community College College Drive, Rm. 306 Madisonville, KY 42431	Kimberly Hardesty (502) 821-2250
GED testing	Madisonville State Voc-Tech School 637 W. Center Madisonville, KY 42431	Libby Bacon (502) 825-6546
GED classes	Sebree Elementary Sebree, KY (classes offered through Henderson Community College Adult Learning Center)	Patty Floyd (502) 827-1867

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.		
Services Available	Program & Address	Contact Person(s) Telephone
Literacy program	Webster County Literacy Council	Keith Shoulders
Vocational training -auto mechanics -electricity -machine shop -welding	Webster County Area Vocational Education Center Highway 41 South Box 188 Dixon, KY 42409	James Pfeffer Prin. (502) 639-5035
Vocational training (trades)	Madisonville State Voc-Tech School 637 W. Center Madisonville, KY	Jack Ford, Prin. (502) 825-6544
Vocational training (health care and personal care)	Madisonville State Voc-Tech School Health Occupation Annex 701 N. Laffoon Madisonville, KY 42431	Joyce Logan, Prin. (502) 825-6552
Vocational training	Henderson County Area Vocational Education Center 2440 Zion Road Henderson, KY 42420	Dennis Harrell, Prin. (502) 827-3810

PENNYRILE EDUCATION SERVICES REFERRAL HANDBOOK

Listed below are names, addresses, contact persons, and telephone numbers of programs that provide assistance that may be helpful to undereducated adults.

Services Available	Program & Address	Contact Person(s) Telephone
Employment services	Dept. of Employment Serv. 212 N. Water Street Henderson, KY 42420	Brenda Stone, (502) 826-2746
Employment Services (Wednesday 9 am-Noon)	Dept. of Employment Serv. Main Street Dixon, KY	Dianna Cannon or Freida Kinnin

**KET
Adult/Outreach
Services**

ADULT EDUCATION

KET's GED ON TV (a series of 43 half hour programs) allows adults to prepare for the GED test while studying at home. For a \$15 enrollment fee, students receive readiness testing before and after the series, three workbooks, two newsletters, motivational phone calls and letters, tutorial assistance via a toll-free hotline, and a voucher to pay the \$10 fee required to take the GED exam at a State Testing Center. (Materials and services valued at more than \$25.)

6,138 adults have enrolled in the GED ON TV program, and 2,174 have earned their GED certificate since the project began statewide in 1985. The pass rate of GED ON TV students testing is 82%, as compared to the state's average pass rate of 68%. In a survey of 1,455 GED ON TV students, 98% indicated that they would recommend the program to friends and family members who wanted to earn a GED certificate.

In a survey of 515 GED graduates, 83% had not tried other GED classes. This is an important indication that KET is reaching a new population of students to whom the study-at-home aspect of GED ON TV is beneficial.

KET has received phone calls from over 22,000 adults who are interested in the program. Each caller has been provided information about the adult basic education programs in their community in addition to GED ON TV enrollment information.

Three six-month enrollment periods take place each year (beginning in October, February, and April). Commercial television is used as the main advertising vehicle. PSA copy is distributed to all Kentucky radio stations. Information, sample brochures, and posters are distributed to businesses, libraries, public assistance offices, and government offices. Many businesses are encouraging local residents and employees to participate by distributing information in the community or setting up on-site study centers for their employees.

The KET PLUS Booth was featured at the Kentucky State Fair in Louisville August 20-29, 1987. GED screenings took place and literacy information was distributed. During the fair, 240 potential students were screened: 75 have enrolled in the program. August 26th was proclaimed GED Day. Governor Martha Layne Collins and Wally "Famous" Amos, host of the GED reading program, held a press conference and encouraged Fair goers to stop by and learn more about the GED ON TV program. Free scholarships were given, that day, to people who participated in the screening. All during the Fair, screening participants were eligible to win one television, one VCR, and three telephones.

First Lady Martha Wilkinson has announced that Dropout Prevention and Adult Education will be her top priority during the next four years. She plans to travel to each county to increase awareness of the importance of education and inform communities of programs available to them. She will be working in conjunction with KET, the Kentucky Literacy Commission, and the Department of Education.

ADULT LEARNING CENTER IN CALDWELL COUNTY

Caldwell County has a total population of 13,473, based on the 1980 census, and 48.1 percent of the adults in the county do not have a high school diploma. Caldwell County adult education provides academic training for adults who are no longer covered by compulsory school attendance for the purpose of increasing levels of literacy and for preparing adults to obtain a high school equivalency diploma. Caldwell County adult education provides nonvocational, ungraded, uncredited instruction through four delivery systems: (1) part-time ABE classes, (2) JTPA adult literacy, (3) paraprofessional instruction, and (4) literacy volunteers. These four system operate on an open entry, open exit basis, i.e., students can enter at any time and complete their academic goals at their own rate. Programs give recruitment and instruction priority to those adults needing literacy (1-4) and basic education (5-8) instruction.

Caldwell County offers three adult education ABE classes in units of 170 hours. The classes operate during the instructional portion of the year for a minimum of six hours per week. The County also offers JTPA adult literacy classes for approximately 30 hours per week for 40 weeks to eligible persons.

Paraprofessionals work with adult students who cannot attend classes because of lack of transportation or lack of babysitter. Individualized instruction is available to participants. Three paraprofessional share a 1200-hour schedule over a period of 40 weeks.

Literacy volunteers are coordinated by a paid professional. Volunteers are recruited to work with adults on a one-on-one basis for reading instruction.

ADULT LEARNING CENTER IN CHRISTIAN COUNTY

Christian County has a total population of 66,878, based on the 1980 census, and 35.9 percent of the adults in the county do not have a high school diploma. The Adult Learning Center, funded by the Kentucky Department of Education and the Christian County Board of Education, provides opportunities for adults to upgrade their basic education, earn high school credits, and prepare for the GED test.

GED Preparation. Individualized and classroom instruction are available to adults in preparation for their GED test.

Volunteer Reading Program. Adults in the community who are functionally illiterate are given top priority. All instruction is individualized and study rooms are provided at the Learning Center, Hopkinsville-Christian County Public Library, or at a site convenient to both the tutor and student. A volunteer literacy coordinator works through the Adult Learning Center.

Job Training Partnership Act (JTPA) Program. This program is available to all economically disadvantaged adults who are not currently enrolled in regular secondary school programs and who are certified by the Department of Manpower Services as a JTPA participant. This class meets at the local Head Start Center two days a week throughout the school year. Eligible persons may earn high school

credits through the Christian County Board of Education and JTPA.

Vocational and Career Counseling. Instruction is given on procedures for filling out applications and writing resumes. Practice tests and vocabulary practice are available.

Adult Literacy Program. The Christian County Adult Literacy Program was established in September 1983 and has trained 75 volunteers and enrolled more than 75 students. The program is funded by the Kentucky Department of Education and the Christian County Board of Education. The Literacy Coordinator recruits students and trains volunteer tutors. Each student is assigned a tutor, meeting twice a week for 2 hours each session. Tutoring sessions are held at the Dr. P. C. Brooks Center, public library, Hopkinsville Community College Library, Head Start Center, one nursing home, and at several student's and/or tutor's homes.

THE ADULT LEARNING CENTER IN MADISONVILLE

Hopkins County has a total population of 46,174, based on the 1980 census, and 47.7 percent of the adults in the county do not have a high school diploma. Through services provided by the Adult Learning Center, adults without a high school diploma have an opportunity to attend classes or to receive homebound instruction in preparation for taking their GED examination. During 1986, 200 adults received their GED diploma.

The Adult Learning Center, located at the Madisonville-Hopkins County Public Library, serves as a nucleus for adult education in Hopkins County. Individualized instruction is provided to adults who want to improve their basic learning skills and to work toward their General Education Development (GED) diploma. There is no charge to adults for these services and also learning materials are provided without costs. The Adult Learning Center is open from 9 a.m. to 4 p.m. each day and is open in evenings on Monday, Tuesday, and Thursday until 8 p.m.

In addition to the Adult Learning Center, Hopkins County has two homebound instructors who work with adults who conveniently cannot receive their GED instruction outside their homes.

Participants who are ready to be tested for their G.E.D. diploma can be tested at the Madisonville Community College or at the Madisonville State Vocational-Technical School. The cost for taking the G.E.D. test is \$10.

Hopkins County has a literacy program that consists mainly of volunteers from the Madisonville community who work with the adults, in a one-on-one learning environment, and help the adults improve their reading skills level.

Through a program funded by the Jobs Training Partnership Act, participants receive on-the-job training and attend classes twice a week to work toward their G.E.D. diploma.

Staff for the adult education services provided through or in conjunction with the Adult Learning Center include three full-time administrative staff, one ABE night class instructor, one full-time and one part-time homebound instructors, a coordinator of the literacy program, and a coordinator of the JTPA program.

**Kentucky Heartland Adult Resource Center (KHARC)
Information**

Who does KHARC serve?

Resources from KHARC are available to adult educators in the state of Kentucky. The Center serves as a professional development resource for all practitioners in adult education, including literacy, ABE, ESL, and GED personnel.

What services are offered at the Center?

The staff offers free consultations, on-site visits, inservice, staff development workshops, and other special services upon request. Shelf collections include instructional, computerized, and other special materials. The staff publishes a newsletter, hosts group meetings, provides material reviews, and computerizes information relating to current trends in adult education. KHARC networks services for adult education to strengthen programs statewide.

How can the Resource Center be contacted?

The address and phone number for the Kentucky Heartland Adult Resource Center are listed below:

Kentucky Heartland Adult Resource Center
110 South Main Street
Elizabethtown, KY 42701
(502) 737-0452
Toll Free Number
1-800-732-1025

KHARC is open all year from 8:00 A.M. to 5:00 P.M. Monday through Friday. Arrangements may be made for access to the Center at other times.

The G.E.D. Test is given at 47 centers in Kentucky. When you are ready to take the test, call the testing center nearest you.

ASHLAND COMMUNITY COLLEGE

Carl Lively.....(606)329-2999

UNION COLLEGE

Janet Tarry.....(606)546-4151

SOMERSET COMMUNITY COLLEGE

Joanne Story.....(606)679-8501

SOMERSET STATE VO-TECH

Steve Dunn.....(606)679-4303

CUMBERLAND COLLEGE

Clarence Brooks.....(606)549-2200

EARLE C. CLEMENTS JOB CORPS CENTER

Charles Mayer.....389-2419

HINDMAN SETTLEMENT SCHOOL

Grace Slone.....(606)785-5475

CAMPUS OF CALDWELL COUNTY HIGH

Ona B. Gehlhausen.....365-3531

CUMBERLAND VALLEY HEALTH OCCUPATIONS CENTER

Nancy Lehman.....(606)337-3106

FRANKLIN COUNTY BOARD OF EDUCATION

Tom Shearer.....695-2460

GEORGETOWN COLLEGE

Bonnie L. Redditt.....863-8034

If you prefer, call this toll-free number to get information about any of Kentucky's adult education programs:

1-800-372-7179

BOWLING GREEN VO-TECH
Wendell Smith.....843-5461

WESTERN KENTUCKY UNIVERSITY
Dr. Richard Greer.....745-3159

CAMPBELLSVILLE COLLEGE
William Thomas Biggs.....465-8158
Connie Riley.....465-8158

LINDSEY WILSON COLLEGE
Edward Seufert.....384-2126

COVINGTON IND. BOARD OF EDUCATION
Tony Osborne.....(606)292-5877

SOUTHEAST COMMUNITY COLLEGE
John Presley.....(606)589-2145

DANVILLE HIGH SCHOOL
Arthur B. Muncy.....(606)236-6556

ELIZABETHTOWN COMMUNITY COLLEGE
Ronald Thomas.....769-2371

FORT CAMPBELL
Dr. John Yates.....789-3402

FORT KNOX
Dr. Phillip Greasley.....624-7517

KENTUCKY STATE UNIVERSITY
Dr. Thomas Greenland.....227-5973

STATE DEPARTMENT OF EDUCATION
Harlan Stubbs.....564-3921

HARLAN STATE VO-TECH
Gerald Gaddie.....(606)573-1506

HAZARD COMMUNITY COLLEGE
Harrison Fields.....(606)436-5721

HAZARD STATE VO-TECH
Kenneth Boggs.....(606)436-3101

HENDERSON COMMUNITY COLLEGE
Fern Bishop.....827-1867

NORTHERN KENTUCKY UNIVERSITY
Phyllis Weeland.....(606)572-6373

HOPKINSVILLE COMMUNITY COLLEGE
Wanda Bingham.....886-3921

LEES JUNIOR COLLEGE
 Corbett Grigsby.....(606)666-7521
 Jean Bates.....(606)666-7521

CENTRAL KENTUCKY VO-TECH
 Ann Pennington.....(606)255-8501

UNIVERSITY OF KENTUCKY
 Betty Crow.....(606)257-8703

LAUREL COUNTY VO-TECH
 Thelma O'Neal.....(606)864-7311

JEFFERSON COUNTY ADULT EDUCATION CENTER
 Marvin Raisor.....456-3044

JEFFERSON COMMUNITY COLLEGE/SW
 Mary Parke Abrams.....935-9840

JEFFERSON STATE VO-TECH
 Margaret Craft.....588-4136

MADISONVILLE COMMUNITY COLLEGE
 Kimberly Hardesty.....821-2250

MADISONVILLE STATE VO-TECH
 Libby Bacon.....825-6546

MAYSVILLE COMMUNITY COLLEGE
 Mike Duffy.....(606)759-7141

MOREHEAD STATE UNIVERSITY
 Steve Taylor.....(606)783-2528

MURRAY STATE UNIVERSITY
 Bill Allbritten.....762-6851

DAVIESS COUNTY STATE VO-TECH
 Ray Gillaspie.....684-7211

WESTERN KENTUCKY STATE VO-TECH
 Linda McElya.....554-4991

MAYO STATE VO-TECH
 Hubert Pack.....(606)789-5321

PIKEVILLE COLLEGE
 Russell McIntosh.....(606)432-9200

PRESTONSBURG COMMUNITY COLLEGE
 Walter Frasure.....(606)886-3863

EASTERN KENTUCKY UNIVERSITY
 Roy Dean Acker.....(606)622-1281

Kentucky
State Department of Education

1. Title of State Credential: High School Equivalency Certificate.
2. Requirements for Issuance of Certificate:
 - a. Minimum test scores: A standard score of 35 on each of the five tests and an average standard score of 45 on all five tests.
 - b. Minimum age: 17
 - c. Residence: Applicant must be resident of Kentucky.
3. Minimum Age for Testing: 17; applicant who has been out of a formal classroom situation for a period of one year, or whose high school class (the class of which he/she was or would have been a member) has graduated.
4. Requirements for Retesting: If an applicant passes all five tests with a minimum test score of 35 but does not attain an average standard score of 45, any one or all of the tests may be retaken in an attempt to raise the overall standard score to meet the requirements. The testing center proctor will recommend which test or tests are to be retaken.
5. Method of Applying: Application must be on special form (AE-6) submitted to and signed by a local school superintendent prior to taking tests.
6. Official Transcripts: Test scores are accepted as official only when reported directly by: (1) Official GED Testing Centers; (2) Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES); (3) Veterans Administration hospitals and centers; (4) the GED Testing Service; and (5) State Department of Education.
7. Fee:
 - a. Testing at Official GED Testing Centers: \$10.00.
 - b. Issuance of certificate: No charge.
8. GED Administrator of the GED Testing Program: Harlan W. Stubbs, Jr., Manager, Unit of GED Testing, Division of Adult and Community Education, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601. Telephone number: (502)564-3921.

THE GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICE

OF THE AMERICAN COUNCIL ON EDUCATION

The Center for Adult Learning and Educational Credentials



June 29, 1988

Gary Hess
Office of Vocational Education
2028 Capitol Plaza Tower
Frankfort, KY 40601

Dear Mr. Hess:

Carol Groppel of Murray State University called my office yesterday to request permission to reprint Sections 5 and 6 of the 1988 GED Examiner's Manual in the Pennyrile Educational Services Referral Handbook. I understand this handbook will be used by learning center and social services personnel. I would suggest that the handbook also include the policies for the state of Kentucky for GED Testing. Permission to reprint Sections 5 and 6 of the Examiner's Manual is granted at no fee, but the reprints must not be used in a publication offered for sale.

Enclosed are Sections 5 and 6 for your use.

Sincerely,

A handwritten signature in dark ink that reads "Douglas R. Whitney".

Douglas R. Whitney
Director

enclosures

SECTION 5

Administration of the GED Tests: Policies and Procedures

Sections 5 through 8 contain the policies and procedures for administering the GED Tests, including eligibility requirements for taking the tests, criteria for issuing credentials, and details on administering the various editions of the test in different settings and institutions. A complete set of specific instructions for the Examiners to use in each test administration is also included. The test administration instructions are also available in booklet form. If you need the booklet-form of test instructions, please call Kati Niemi at GEDTS (202) 939-9490.

5.1 ELIGIBILITY REQUIREMENTS FOR TESTING

Through the years, the Commission's policy on eligibility for GED testing has changed several times. Each change was in response to a social need or to federal legislation that mandated educational opportunity programs (e.g., the Job Corps and CETA). However, in every policy decision regarding age for testing, the Commission carefully considered the probable impact on high school attendance. It does not want the availability of the GED Tests to become an incentive for high school age students to drop out of traditional or conventional high school programs nor does it want its policies to conflict with state compulsory attendance laws. Either would conflict with its "second chance" orientation by making the GED Tests a "first chance" to obtain a high school credential. GED Tests are primarily intended for persons who, for any number of reasons, have missed their first opportunity to complete a high school program of instruction.

High School graduates not eligible for testing

The current eligibility requirements for GED testing are:

POLICY:

1. **Residence:** States, territories, and provinces shall administer the GED Tests to any otherwise qualified person who resides in that jurisdiction. No minimum period of residence shall be required for taking the tests. A jurisdiction is permitted, but not required, to administer the tests to persons not residing in that state, province, or territory.
2. **Education limitations:** Only persons who have not graduated from an accredited high school nor received a high school equivalency credential are eligible to take the GED Tests.²¹ Persons who have been awarded a high school equivalency credential or earned scores sufficient to qualify for a high school equivalency credential are eligible to retest under certain conditions (Section 5.4).

Limited retesting of GED graduates permitted

States, provinces, and territories may impose such additional eligibility requirements as are necessary for the sound operation of their GED testing programs. These may not, however, conflict with the Commission policies above.

²¹Accredited schools include those accredited by regional accrediting bodies and also those approved by the state department of education.

5.1-1 WHO IS ELIGIBLE TO TAKE THE GED TESTS?

THE GED TESTS CAN BE ADMINISTERED ONLY TO PERSONS WHO:

- A. Have not graduated from an accredited high school or received a high school equivalency certificate or diploma (see Sections 5.1-3 and 5.4 for exceptions)
and
- B. Are not currently enrolled in a regular high school²²
and
- C. Meet the jurisdiction's minimum age requirement
and
- D. Meet the jurisdiction's residence requirement (if any)
and
- E. Meet any additional jurisdiction requirements (if any)

5.1-2 WHO IS NOT ELIGIBLE TO TAKE THE GED TESTS?

THE GED TESTS CANNOT BE ADMINISTERED TO PERSONS WHO:

- A. Have graduated from or are currently enrolled in a regular high school (see Section 5.1-3 for exceptions)
or
- B. Have received a high school equivalency certificate (see Section 5.4 for exceptions)
or
- C. Have previously earned GED scores sufficient to qualify for a state's high school equivalency certificate or diploma (see Section 5.4 for exceptions)
or
- D. Are not yet old enough to meet the state, province, or territory's minimum age requirement
or
- E. Do not meet the jurisdiction's residence requirement (if any)
or
- F. Do not meet other jurisdiction requirements (if any)

Chief Examiner is to verify eligibility for testing

It is the *Chief Examiner's* responsibility to verify that each candidate tested is eligible to take the GED Tests. The verification of eligibility with respect to age and residence is best accomplished by means of the inspection of identification materials, such as drivers' licenses, government identification cards, or other materials that include a photograph and show both birthdate and place of residence. Eligibility with respect to high school enrollment and graduation and high school equivalence status can only be verified by asking the candidate appropriate questions or by obtaining appropriate documents from the last school attended.

Written confirmation of eligibility required

The GED Testing Service requires that Chief or Alternate Chief Examiners obtain a written confirmation of eligibility from all candidates. Such written confirmation including the examinee's signature must be retained for use in verifying that the candidate is, in fact, the person he/she claims to be. Since success on the GED Tests usually leads to the award of an official equivalence credential, it is also important that Chief Examiners be completely satisfied that each person who wishes to take the tests has supplied adequate evidence of his/her identity and eligibility. Such evidence would include photo identification such as drivers' license, military or school ID, passport, and so on. Identification must include a photograph and signature for comparison of the signature on the application. (See Section 6.1.)

²²"Regular High School" includes other secondary schools defined as regular high schools by the state, territory or province

5.1-3 TESTING ALIENS: Aliens are eligible for testing if they meet the requirements of the Commission and the state, territorial, or provincial department of education.

5.1-4 SPECIAL EXCEPTIONS FOR REFUGEES AND IMMIGRANTS: Because "high school" credentials earned by refugees and immigrants in their *native countries* are not always accepted or recognized by college and university admissions officials, employers, departments of education, and accrediting agencies, the GED Tests may be administered to those with high school diplomas which meet one or both of the following criteria: (1) the credential is judged not to be equivalent to a high school diploma earned in the United States by an appropriate school, district, or department of education official; and/or (2) the authenticity of the credential presented is questioned and cannot be confirmed.

If individuals meet either of these conditions, they may be administered the GED Tests. However, Chief Examiners should make every effort to learn about such credentials and their equivalence to U.S. or Canadian high school diplomas in order to make informed judgments and so that these candidates do not have to prepare for and take the tests needlessly.

5.1-5 SPECIAL EXCEPTIONS FOR LOSS OF PERMANENT RECORDS: In certain instances, permanent high school records have been destroyed as the result of a natural disaster such as fire, flood, or earthquake so that an official high school transcript indicating high school completion is no longer available. Under these circumstances, a person may be admitted to GED testing. However, the fact that an individual has lost his/her diploma does not justify an exception. The exception may be granted only when an institution can no longer supply the needed records.

5.1-6 UNACCREDITED HIGH SCHOOL DIPLOMAS: Persons whose only high school diploma is from an unaccredited high school may be eligible to take the GED Tests if they meet all other requirements.

5.2 RESTRICTIONS ON USE OF SECURE TEST FORMS

POLICY: Secure forms of GED Tests shall be administered only to persons who wish to earn a high school credential either to gain personal satisfaction or to qualify for an employment, military, or educational opportunity for which a high school credential is required. Secure forms of the tests shall not be administered: (1) as part of grade placement or promotion; (2) as a measure of student progress in adult education instructional programs; (3) as a means of awarding Carnegie units in specific subjects or subject areas; or (4) to currently enrolled high school students who do not meet the eligibility criteria for testing without the written approval of the Commission or GED Testing Service staff. (However, special test forms can be made available for use in studies designed to assist in establishing reasonable state requirements for high school credentials.)

The GED Testing Service distributes secure forms of the Tests of General Educational Development to GED Testing Centers only for the purpose of administration to qualified persons seeking a high school credential. Special non-secure test forms can be obtained from the GED Testing Service for use in studies conducted to develop regional normative data or for other research purposes. Written requests to obtain such forms must be submitted to GED Testing Service (Research & Development) and must include a detailed description of the intended purpose and design of the study.

If written application of local or state, provincial, or territorial design is not used, use GEDTS Form 5 in Appendix 19.

Special retesting policy for refugees

Loss of Permanent Records

Unaccredited high school diplomas

LIMITS ON GED TESTING

- Not for grade placement or promotion
- Not for awarding Carnegie units
- Not to current high school students

RETESTING

- Different test form required
- Limit to retesting based on availability of test forms
- Allowed for GED graduates only to meet employment or school admission requirements

QUALIFYING TEST SCORES

- Established by state, province or territory
- Minimum score requirement of 40 on each test or 45 average

5.3 INITIAL TESTING POLICIES

POLICY: Examinees taking the GED Tests for the first time must be given the opportunity to complete the entire test battery before they are retested on any of the five tests. It is recommended that this initial testing be completed in two testing sessions within a maximum period of six weeks.

5.4 RETESTING POLICIES

POLICY: In all cases of retesting with the printed English-language edition of the GED Tests, a different form of the tests must be administered.²³ Retesting may be permitted on the entire battery or on certain test(s) in the battery. There shall be no limit on the number of retestings allowed, although availability of alternate test forms may limit the number of possible retests in a 12-month period. Retesting candidates whose previous scores qualified them for the high school credential from their state or local school district is permitted only if required for employment or for admission to post secondary education or training.

No test form shall be designated exclusively for retesting use. If an examinee requires retesting on one or more tests in the battery, the Chief Examiner must ensure that a different form of the test is administered.

Specific criteria for retesting are established by each state, territory or province. These criteria may include, but are not limited to, the minimum length of time that must elapse between testing and the type of additional study (if any) required before retesting.

GED graduates who have earned a high school equivalency credential or earned scores sufficient to qualify for a high school equivalency credential but who need to earn higher GED Test scores to meet an admission requirement for post secondary education or training or to meet employment requirements are eligible to retake the GED Tests.

5.5 OFFICIAL SCORE REPORTS

POLICY: The Commission recommends that reports of scores achieved on the tests of General Educational Development be accepted as official only when reported by a state, territorial, or provincial department of education; a GED Testing Center; the Educational Testing Service (as the repository of score reports issued by the United States Armed Forces Institute); or the GED Testing Service.

5.6 CRITERIA FOR ISSUING THE HIGH SCHOOL CREDENTIAL BASED ON GED TEST RESULTS

POLICY: Each state, province, territory or other issuing authority shall determine the minimum GED Test score requirements and other qualifications for issuing a high school credential based on GED Test results.

Each state, province, territory or other issuing authority establishes the minimum test score(s) and any other necessary qualifications for earning a high-school credential based on results from the GED Tests. However, the minimum test score requirements cannot be less stringent than the Commission's minimum score requirement given below.

²³Use of different forms in retesting with editions other than English (Spanish, French, audiocassette tapes, large print and braille) will depend on their availability from the GED Testing Service. If an unused form is available from the GED Testing Service for an examinee who is retesting, it must be used.

POLICY: The Commission on Educational Credit and Credentials recommends that state, provincial, or territorial departments of education issue a high school credential to eligible persons on the basis of the results of the tests of General Educational Development. In addition to ensuring that jurisdiction eligibility requirements have been met, states, territories and provinces must require that at least one of the following conditions be met: (1) the examinee earns a standard score of 40 or above on each of the five tests in the battery; or (2) the examinee earns an average standard score of 45 or above on the five tests in the battery. In issuing high school credentials, jurisdictions are permitted to require higher standards, but not lower, than the above.

These recommendations are based on periodic studies of the test results of high school seniors conducted to maintain current, appropriate standards for credentials based on the GED Tests. (See section 3.9 for a brief description of the most recent study. Further details are available from the GED Testing Service.) Most jurisdictions currently require that, in addition to earning an average score of at least 45, candidates earn no scores below 35. Such requirements meet the minimum Commission requirement above.

POLICY: The Commission recommends that the minimum test scores and other qualifications required for examinees who take the English edition of the GED Tests also be used for examinees who take the French, Spanish, and special editions of the tests.

Unless limited by state, province or territory policy, GED scores can be used as the basis for issuing a credential no matter when the tests were taken. That is, there is no GEDTS time limit for combining scores.

5.7 USES OF THE HIGH SCHOOL CREDENTIAL AWARDED ON THE BASIS OF GED TESTS

POLICY: The Commission on Educational Credit and Credentials recommends that post secondary institution officials, employers, training program officials, licensing boards and all branches of the armed services accept the high school credential awarded on the basis of the results of the GED Tests in the same manner as they accept regular high school diplomas.

Prior to 1980, the Commission recommended that the GED test scores be used "By licensing boards, for admitting qualified adults to examinations for professions requiring completion of the ninth, tenth, or eleventh grades, using GED Test scores that are equivalent at the levels of those grades." Although the GED Testing Service published minimum score recommendations for the ninth, tenth, and eleventh grades for the Tests used prior to 1978, these recommendations were not based on norming studies. No complete norming studies for these grades were carried out for the Tests that came into use in 1978. In the absence of data to support lower-grade "equivalency" scores and in recognition that only a determination of twelfth grade equivalency is needed to meet the GED program goals, the Commission rescinded its minimum score recommendations when it reviewed all of the policies of the GED Testing Service at its meeting on December 11, 1979. As of that date, the use of any previously published GED Test minimum score recommendations for the ninth, tenth, and eleventh grades should have been discontinued.

It is suggested that secondary-level achievement tests, specially designed to determine ninth, tenth, and eleventh grade standing, be used if these equivalences are needed.

No time limit for combining scores

USES OF GED CREDENTIAL

- Post secondary education
- Employment
- Training
- Licensing
- Armed Services

Not for grade placement

All scores are confidential

5.8 CONFIDENTIALITY OF GED SCORES AND CREDENTIALS

The test scores of individual examinees are to be considered as confidential information. Individuals' scores should be reported to colleges, adult education teachers, recruiters, employers, and others *only* for examinees who have submitted written and signed requests to that effect. The fact that an individual has earned a *credential*, whether issued by the department or ministry of education or by a local school, should be treated in the same manner as is the award of a high school diploma. Because some examinees do not wish their credential award to be a matter of public record, however, it is suggested that names of credential recipients not be released unless the individuals have signed a permission slip to this effect.

SECTION 6

Test Administration—Procedures Under Standard Conditions

The Chief Examiner, Alternate Chief Examiner(s), and Proctor(s) are responsible for following all of the procedures described in this section. Because a comfortable testing environment, a positive attitude of the staff, and the use of complete and accurate instructions help examinees do their best, all persons involved in the test administration should be thoroughly familiar with this section. Specifically, the Chief Examiner is responsible for ensuring that each person who takes the tests is correctly identified. (See Section 5.1-2.)

POLICY: The GED Tests shall be administered only in accordance with instructions and procedures disseminated by the GED Testing Service.

6.1 ADMISSION TO TESTING

The Chief Examiner or state, territorial, or provincial department accepting the application for testing must ensure that all examinees meet the Commission and jurisdiction eligibility requirements. It is essential that adequate procedures be established and followed to ensure proper identification of each examinee prior to admission to a testing session. Specifically, the Chief Examiner is responsible for ensuring that each person who takes the tests is correctly identified. (See Section 5.1-2.)

The verification of eligibility is best accomplished by inspecting identification materials such as drivers' licenses, government identification cards, or other materials that include a photograph and show both birthdate and place of residence. Eligibility with respect to high school graduation and high school equivalency status can only be verified by asking the candidate appropriate questions or, if deemed necessary, by obtaining appropriate documents from the last school attended, the jurisdiction department of education, or a GED Testing Center. Eligibility with respect to previous GED testing must be verified (e.g., did the person take the tests last week at another Center?). All candidates should be asked to complete a written confirmation of eligibility. (See Appendix 19 if your jurisdiction does not have a form which you are required to use.)

As a reminder of the Commission's eligibility requirements, the GED Tests can be administered only to persons who:

- A. Have not graduated from an accredited high school or received or qualified for the high school equivalency credential; (See Sections 5.1-3, 5.1-4, 5.1-5, and 5.4 for exceptions.) and
- B. Meet the state, territory, or province's additional eligibility requirements (if any).

6.2 TEST SCHEDULES

Except in those jurisdictions where testing schedules are established on a regional basis, it is the Chief Examiner's responsibility to determine the need and provide a schedule of testing sessions that will meet the needs of the adult residents in the area. Wide dissemination of the testing schedule should be made in the community through the local news media and other means of communication. When feasible, local community agencies should be involved in publicizing the availability of the examination. The testing sessions should be scheduled at frequent intervals so that candidates will not be required to wait an undue length of time before being tested.

Verify identity of examinees

SCHEDULES

- Convenient
- Well publicized

TEST ENVIRONMENT

- Quiet
- Good lighting
- Good ventilation
- Clock visible

CHIEF EXAMINER

- Put examinees at ease
- Announce smoking areas & restrooms

Take exact number of test booklets needed to testing room

Maintain test log

One Examiner or Proctor for each 20 candidates or less

6.3 TEST ENVIRONMENT

Tests should always be administered in accordance with good testing procedures and under the most favorable examination conditions possible. The examination room should be quiet and kept at a comfortable temperature. Lighting should be satisfactory for reading the test booklet and recording answers on the answer sheet. The examinees should be seated and spaced so as to preclude any opportunity for copying or collaboration. If possible, a wall clock should be clearly visible to all examinees.

Because many GED candidates lack recent experience in taking tests and may feel anxious or fearful about taking the examination, the Chief Examiner should make every effort to put the examinees at ease. Before candidates begin taking the test, the Examiner should identify the location of the rest rooms, designate smoking areas, and outline any established procedures for leaving the testing area at the end of each examination.

6.4 SPECIAL NOTE ON TIMING

Since 1978, the GED Tests have been administered using a uniform set of time limits at all testing locations. These limits were set so as to permit most examinees to finish the tests within the time limits working at a comfortable rate. The time limits for the English and Spanish GED Tests are:

Test	Time Limit
(1) Writing Skills	2 hours
(2) Social Studies	1 hour 25 minutes
(3) Science	1 hour 35 minutes
(4) Interpreting Literature and the Arts	1 hour 5 minutes
(5) Mathematics	1 hour 30 minutes

These limits are sufficient to permit an estimated 85% or more of the GED examinees to complete the tests working at a comfortable rate. Many examinees require far less time than is permitted and, if administrative circumstances permit, can be allowed to proceed to subsequent tests as they finish each tests.

The use of uniform time limits permits the GED Testing Service to ensure that each candidate is given the same opportunity to demonstrate his/her educational achievements. Candidates taking the braille and audiocassette editions and some candidates qualifying for special administrations of the printed tests are permitted additional time. (See Section 7.)

6.5 BEFORE TESTING BEGINS

6.5-1 PRELIMINARY STEPS TO BE TAKEN PRIOR TO TEST ADMINISTRATION: The Examiner should remove from the secure storage area only the *exact* number of test booklets needed for the testing session. The remainder should be left in the locked storage area. The booklets used in a testing session should never be placed in a position where they will be accessible to the examinees. The Examiner/Proctor should carefully record the serial numbers of the test booklets being used for each testing session.

A *test log* (see Appendix 15 for a sample log) should be maintained for each session. The log should include such information as the names of the examinees, form and serial numbers of the test booklets assigned to each examinee, a space for checking that the complete test booklet is returned, and other information as needed. This log should be constantly maintained because it may later be useful in determining the disposition of a particular test booklet.

A Chief Examiner or Alternate Chief Examiner may administer the tests to a group of 20 candidates or less. For each additional 20 examinees or fraction

thereof, an additional Proctor or Alternate Chief Examiner must be present. Examiners and Proctors should be thoroughly familiar with the instructions in this section and with the general instructions printed in each test booklet.

6.5-2 PLANNING FOR EMERGENCIES: The Chief or Alternate Chief Examiner needs to be present with total visual supervision of all GED examinees at all times during the administration of the GED Tests. Chief or Alternate Chief Examiners are not permitted to perform other work during the administration of the GED Tests. They may not receive visitors; they may not make or receive telephone calls; and they may not permit interruptions of testing by office or school staff except for emergencies.

Plans must be made for meal and rest breaks which will not compromise test security. In addition, prior to each GED Test administration, plans must be made for test supervision by an Alternate Chief Examiner during an emergency.

In addition, the availability of an Alternate Chief Examiner in case of emergency must be confirmed prior to each GED Test administration. Small GED Testing Centers which do not habitually use Alternate Chief Examiners need to have someone appointed for this role in case of an emergency, such as candidate illness or test theft. GED examinees may not be left without supervision.

6.6 ADMINISTRATION INSTRUCTIONS

Each of the examinees is to receive only one clean and unmarked test booklet and answer sheet at a time. Pencils (#2) with attached erasers and ball point pens for writing the essay should be provided. Chief Examiners should make blank scratch paper available when each test in the battery is distributed to examinees. Scratch paper that has been distributed shall be collected upon completion of each test in the battery. (Scratch paper may assist examinees, especially older examinees, in reading charts, tables, and graphs that appear in nearly all tests in the batteries. Examinees sometimes have difficulty "staying on line" when reading across columns, following lines on graphs, etc. Using a sheet of blank scratch paper as a "straight edge" may help some to "stay on line" and might improve the accuracy with which they read tables, charts, and graphs. Other aids for this purpose (e.g., rulers) cannot be used because they could be used directly in answering some test questions.) Only scratch paper provided by the Examiner is permitted. Please note that no computational or reference aids are to be used by examinees. In lieu of scratch paper, however, examinees with limited vision who are taking the braille or audiocassette editions are permitted to use an abacus or talking calculator. (See Section 7 for further information on the adaptations which may be allowed for disabled candidates.)

Before distributing the test booklets and answer sheets, make any general announcements pertinent to the administration not included below.

INSTRUCTIONS TO EXAMINEES

The following instructions (indented printing only) are to be read at every testing session to all persons taking the GED Tests. Use of these instructions will help ensure that all examinees have the same information before beginning the tests and that all examinees are tested fairly.

SAY: On behalf of the GED Testing Program, I want to welcome you today to GED testing and to wish you success in earning a high school equivalency credential.

Plan for emergencies

No interruptions allowed

Only examinees allowed in testing room

Examiners & Proctors should not

- Read or do other work
- Receive visitors
- Make or receive phone calls
- Leave the testing room

PROVIDE

- #2 pencils with erasers
- Ball point pen
- Blank scratch paper

No student-provided scratch paper allowed

Collect all scratch paper at end of testing

Read directions aloud

SAY: Please do not open the test booklet until instructed to do so. Place all of your personal belongings under your seat.

Distribute the test booklets, answer booklets, pencils, and pens.

SAY: During testing, the use of reference materials and computational aids such as calculators is not allowed. This is to ensure that everyone is tested fairly under the same testing conditions. You cannot use any notes, books, or scratch paper you may have brought with you.

(pause)

SAY: The multiple-choice questions in your answer booklet must be answered with a pencil. Use only a #2 pencil. Does anyone need a pencil?

Pass out pencils as needed.

SAY: If you are taking Test 1: Writing Skills Test, Part II, you must use a pen when you write your essay in your answer booklet. Use your pen only when writing the essay. Does anyone need a pen?

Distribute pens as needed.

SAY: On the answer booklet, read the instructions for marking the answers that appear at the top of page 1.

SAY: For block number one (1), clearly print your last name, first name and middle initial in the boxes provided. If your last name is too long to fit in the number of boxes provided, print as many letters as will fit. If your last name has the suffix "Junior" or "Senior," leave one space after your last name and then print "JR" for Junior or "SR" for Senior in the next two boxes.

(pause)

SAY: Are there any questions about printing your name in the boxes?

Answer any questions; allow time for all candidates to fill in their names.

SAY: In each column below the letters of your name, darken the circle containing the corresponding letter of your name. Be sure to darken the circle completely. Look at the examples on the top of the answer sheet for the proper way to fill in the circles. For any blank spaces in the boxes where your name is printed, you should darken the empty circle at the top of that column.

(pause)

SAY: Are there any questions on how to fill in the circles for your name?

Answer any questions; allow time for all candidates to grid their names.

SAY: The information requested in blocks 2-5 is for GED research purposes. Providing this information will not affect your test results, but will help us develop fair tests. Please answer these questions now by filling in the appropriate circles. When you have completed filling out page 1, wait for further directions. Raise your hand if you have questions.

At this point, you and your Proctors should circulate around the room to ensure that examinees are completing their answer sheets correctly. Answer any questions. Allow sufficient time for everyone to complete page 1 of the answer booklet.

SAY: Please turn to page 2 of your answer booklet. Enter your street number and street name, or your post office box, route number, and city in the boxes provided. If there is not enough space to enter your complete street address, do not leave a blank space after the street number and *do* fill in as many letters as will fit. Otherwise, leave a blank space after the street number. Darken the corresponding circles. When there is a blank space, darken the circle on the top line.

SAY: Are there any questions about entering your address and darkening the corresponding circles?

SAY: Darken the circle corresponding to the state in which you live, and enter your zip code in the boxes provided. The abbreviation for this state (name state) is _____ (specify abbreviation). Darken the corresponding circles.

SAY: Are there any questions about entering your state and zip code and darkening the corresponding circles?

SAY: On the cover of your test booklet, find the two-letter format code such as EP (English print), SP (Spanish print), CP (Canadian print), EL (English large print), and so on. In Box 7, enter this code. Darken the corresponding circles. (Read only the codes which your examinees have. If you are not administering the Spanish Test, for example, do not read "SP" as an example.)

SAY: Are there any questions about entering the format code and darkening the corresponding circles?

SAY: In Box 8, enter your social security number (in Canada read "social insurance number") and darken the corresponding circles. If you have no social security number, ask me for help.

Follow your state or province's policy on allowing testing for examinees who do not have a social security number. If your jurisdiction has no policy, instruct examinees to darken the zeros at the top of each column.

SAY: Are there any questions about entering your social security number and darkening the corresponding circles?

SAY: In Box 9, enter your birthdate and darken the corresponding circles.

SAY: Are there any questions about entering your birthdate and darkening the corresponding circles?

SAY: In Box 10, darken the circle next to the word "yes" if you are currently on active duty in the military; otherwise darken the circle next to the word "no."

SAY: Are there any questions about entering your military status?

If you are using boxes 11–14 to collect any special information, tell the examinees which circles to darken; or give the examinees the questions they are to answer for local purposes.

SAY: Do not spend too much time on a question whose answer you do not know. Even if you are not certain of the answer to a question, mark the answer that appears to be the best of the five choices. There is no penalty for guessing. There is only one correct answer to each question. *No credit* will be given if you mark more than one answer to a question.

SAY: Be sure that your marks are dark and completely fill the circles. Make no stray marks on the answer sheet. If you erase, do so completely; an incomplete erasure may be read as an intended answer. Make sure that every circle you mark on the answer sheet corresponds to the number of the question and to your answer choice. *Please do not write in the test booklet.*

SAY: Are there any questions about recording your answers in the answer booklet?

SAY: During testing, do not look at any other examinee's answer sheet and do not talk. A suspicion of cheating will disqualify you from the GED Examination. Your test booklet will be collected and you will be excused from the examination room.

SAY: Be sure that all books, purses, notebooks, or other materials are under your seat. The only things that should be on your desk are your answer booklet, your test booklet, pencil, and a pen if you are taking Test 1: Writing Skills Test, Part II.

During the testing session, Chief Examiners and Proctors should not read or do any other work. They should notify their colleagues that they cannot accept telephone calls or be interrupted for any reason. Examiners must not leave the testing room. In case of an emergency, another responsible individual must be called to remain in the testing room with the examinees. Proctoring must be continuous, with visual supervision maintained at all times.

Go to the instructions for the test you are administering (i.e., Writing Skills, Section 6.6-1; Social Studies, Section 6.6-2; Science, Section 6.6-3; Interpreting Literature and the Arts, Section 6.6-4; Mathematics, Section 6.6-5).

6.6-1 ADMINISTERING THE WRITING SKILLS TEST

SAY: Please do not open the test booklet until instructed to do so. Distribute the test booklets.

SAY: Open your answer booklet to page 3 and find the row of letters (AA, AB, AC, etc.) next to the words "Test 1: Writing Skills—Part I."
(pause)

SAY: On the front cover of your test booklet are test form letters beginning with the letters (AA, AB, AC, etc.) On your answer booklet darken the circle corresponding to the test form that you are using.

SAY: Find the box labelled "Test Code" in the right margin of your answer booklet. Now find the test code number on the front cover of your test booklet. Enter this number in the boxes labelled "Test Code" on your answer booklet.

Darken the corresponding circles.

SAY: Are there any questions about entering the test code and darkening the corresponding circles?

(pause)

SAY: The Writing Skills Test is in two parts—first, a multiple-choice test and second, an essay. The time allowed for the Writing Test is two hours. Use the first 75 minutes to mark your answers to the 55 multiple-choice questions on page 3 of the answer booklet. You have the remaining 45 minutes to write your essay on pages 7–8. If you finish Part I before the first 75 minutes are up, begin the essay portion immediately. However, you must begin the essay at the end of the first 75 minutes.

SAY: Turn to the back cover of the test booklet and read the instructions and the sample question provided for the multiple-choice questions.

(pause)

SAY: Are there any questions about the sample multiple-choice question?

(answer all questions, then)

SAY: Before you start the multiple-choice test, turn to page 20 of the answer booklet and read the essay directions.

(pause)

SAY: Are there any questions about the essay directions?

SAY: You must write on Topic _____ (state the topic being used today). Turn to Topic _____ (specify) on page _____ (specify) of the answer booklet and read the topic as I read it to you. Remember, if you write on any other topic, your essay will not be scored and you will have to take both parts of the Writing Skills Test again.

SAY: Turn to page 7 of your answer booklet and write in pencil the letter of the topic you have been assigned (specify the letter of the topic). Now darken in the corresponding circle. Are there any questions about entering the topic letter and darkening the corresponding circle.

Circulate and check that each examinee is writing the correct topic letter.

SAY: After completing the multiple-choice part of the test, you will turn to pages 7 and 8 of the answer booklet and write your essay using a *pen*.

SAY: Two hours is sufficient time for nearly everyone to finish both parts of the Writing Test. I will tell you when you have 10 minutes left to finish the multiple-choice section and again at the end of the test. At that time, you must put your pencils down, turn to page 7 of the answer booklet and begin your essay. You will have 45 minutes to write your essay. If you finish your essay early, you may go back and work on Part I of the Writing Skills Test.

SAY: Please tear pages 5 and 6 out of your booklet now for use when you start the essay part of the test. This page will not be scored; it will be collected with all other test materials at the conclusion of the test.

SAY: Remember that you are to complete Part I of the Writing Test—the multiple-choice questions—with a pencil; and you are to complete Part II of the Writing Test—the essay portion—with a pen.

SAY: Are there any questions about the Writing Test?

(answer all questions)

SAY: Turn to page 3 in your answer booklet. Open your test booklet to page 2. Now you may begin work.

Note: If a clock is not visible to examinees, the Examiner should announce the time remaining every 15 minutes or so during the testing session.

After the instruction to begin work has been given, begin timing the test administration. Note and record the time that examinees begin working.

Early in the session, Proctors must check to see that each examinee is marking the answer sheet properly. Circulate often and quietly.

When administering the Writing Skills Test, stop the timer after 65 minutes.

SAY: You have 10 minutes to complete Part I of the multiple-choice part of the Writing Test.

When the end of the testing time for Part I is reached:

SAY: Put your pencils down please. You now have 45 minutes to complete Part II of the test. Use the remaining time for writing your assigned essay on topic _____ (specify). Remember to write your essay with a pen. After writing your essay, you may go back and review your answers to the first part of the test or answer any questions you have left unanswered.

SAY: Now, you may begin work.

After the instruction to begin work has been given, begin timing the test administration. Note and record the time that examinees begin working.

Early in the session, Proctors must check to see that each examinee is writing his or her essay on pages 7–8 in pen and that each examinee is writing on the assigned topic. Circulate often and quietly.

When 10 minutes remain before the end of the session,

SAY: You have 10 minutes to complete this test. Please work accordingly. At the end of the 10 minutes, all tests and scratch paper will be collected.

When the end of the testing time is reached,

SAY: Time is up. Please put your pencils and pens down and close the test and answer booklets. Please remain in your seats.

Care should be taken to ensure that each examinee turns in the assigned test booklet, answer sheet, and any scratch paper that has been handed out. *Each examinee's materials should be checked against the testing log before the examinee is permitted to leave the testing room. Test booklets should also be scanned for any missing pages or marks before candidates are dismissed.*

After each test administration, all used test booklets should be thoroughly inspected for any marks or missing pages before being returned to the locked storage area. (If a booklet becomes marked to such an extent that it is unusable, it must be retired from use and kept in the secure storage area until the entire stock of materials is returned to the GED Testing Service.)

A quick and reliable technique to check for missing pages is the "edge method." Simply bend the right edge of the test booklet towards you, which

should reveal a 2½-inch black rectangle on the right edge of each page. The black rectangles will be spaced from top to bottom of the test booklet in 2½-inch intervals. A missing black rectangle indicates a missing page.

6.6-2 ADMINISTERING THE SOCIAL STUDIES TEST:

SAY: Please do not open the test booklet until instructed to do so.

Distribute the test booklets and scratch paper as needed.

SAY: Open your answer booklet to page 3 and find the row of letters (AA, AB, AC, etc.) next to the words "Test 2: Social Studies."

(pause)

SAY: On the front cover of your test booklet are test form letters (AA, AB, AC, etc.). On your answer booklet darken the circle corresponding to the test form you are using.

SAY: Find the box labelled "Test Code" in the right margin of your answer booklet. Now find the test code number on the front cover of your test booklet. Enter this number in the boxes labelled "Test Code" on your answer booklet. Darken the corresponding circles below each box.

SAY: Are there any questions?

SAY: Turn to the back cover of the test booklet and read the instructions and the sample question provided.

(pause)

SAY: Are there any questions?

SAY: The time allotted for the Social Studies Test is 85 minutes. The time will be sufficient for nearly everyone to finish the test. I will let you know when you have 10 minutes to finish your work.

SAY: Are there any questions?

Note: If a clock is not visible to examinees, the Examiner should announce the time remaining every 15 minutes or so during the testing session.

Note: If administration conditions permit, examinees can be permitted to leave the room after completing work on the test. If so, inform them. If not, inform them that they must remain at their seats until the time period has elapsed.

SAY: Now, you may begin work.

After the instruction to begin work has been given, begin timing the test administration. Note and record the time that examinees begin working.

During the testing session, Chief Examiners and Proctors should not read or do any other work. Proctoring must be continuous, with visual supervision maintained. Early in the session, Proctors must check to see that each examinee is marking the answer sheet properly. Circulate often and quietly.

When 10 minutes remain before the end of the session,

SAY: You have 10 minutes to complete this test. Please work accordingly. At the end of the 10 minutes, all test booklets will be collected.

When the end of the testing time is reached,

SAY: Time is up. Please put your pencils down and close the test and answer booklets. Please remain in your seats.

Care should be taken to ensure that each examinee turns in the assigned test booklet, answer sheet, and any scratch paper that has been handed out. *Each examinee's materials should be checked against the testing log before the examinee is permitted to leave the testing room. Test booklets should also be scanned for any missing pages or marks before candidates are dismissed.*

After each test administration, all used test booklets should be thoroughly inspected for any marks or missing pages before being returned to the locked storage area. (If a booklet becomes marked to such an extent that it is unusable, it must be retired from use and kept in the secure storage area until the entire stock of spare materials is returned to the GED Testing Service.)

A quick and reliable technique to check for missing pages is the "edge" method. Simply bend the right edge of the test booklet towards you, which should reveal a 2½-inch black rectangle on the right edge of each page. The black rectangles will be spaced from top to bottom of the test booklet in 2½-inch intervals. A missing black rectangle indicates a missing page.

6.6-3 ADMINISTERING THE SCIENCE TEST

SAY: Please do not open the test booklet until instructed to do so.

Distribute the test booklets and scratch paper as needed.

SAY: Open the answer booklet to page 4 and find the row of letters (AA, AB, AC, etc.) next to the words "Test 3: Science."

(pause)

SAY: On the front cover of your test booklet are test form letters (AA, AB, AC, etc.). On your answer booklet darken the circle corresponding to the test form that you are using.

SAY: Find the box labelled "Test Code" in the left margin of your answer booklet. Now find the test code number on the front cover of your test booklet. Enter this number in the boxes labelled "Test Code" on your answer booklet. Darken the corresponding circles below each box.

SAY: Are there any questions?

SAY: Turn to the back cover of the test booklet and read the instructions and the sample question provided.

(pause)

SAY: Are there any questions?

SAY: The time allotted for the Science Test is 95 minutes. The time will be sufficient for nearly everyone to finish the test. I will let you know when you have 10 minutes left to finish your work.

SAY: Are there any questions?

Note: If a clock is not visible to examinees, the Examiner should announce the time remaining every 15 minutes or so during the testing session.

Note: If administration conditions permit, examinees can be permitted to leave the room after completing work on the test. If so, inform them. If not, inform them that they must remain in their seats until the time period has elapsed.

SAY: Now, you may begin work.

After the instruction to begin work has been given, begin timing the test administration. Note and record the time that examinees begin working.

During the testing session, Chief Examiners and Proctors should not read or do any other work. Proctoring must be continuous, with visual supervision maintained. Early in the session, Proctors must check to see that each examinee is marking the answer sheet properly. Circulate often and quietly.

When 10 minutes remain before the end of the session,

SAY: You have 10 minutes to complete this test. Please work accordingly. At the end of the 10 minutes, all test booklets will be collected.

When the end of the testing time is reached,:

SAY: Time is up. Please put your pencils down and close the test and answer booklets. Please remain in your seats.

Care should be taken to ensure that each examinee turns in the assigned test booklet, answer sheet, and any scratch paper that has been handed out. *Each examinee's materials should be checked against the testing log before the examinee is permitted to leave the testing room. Test booklets should also be scanned for any missing pages or marks before candidates are dismissed.*

After each test administration, all used test booklets should be thoroughly inspected for any marks or missing pages before being returned to the locked storage area. (If a booklet becomes marked to such an extent that it is unusable, it must be retired from use and kept in the secure storage area until the entire stock of materials is returned to the GED Testing Service.)

A quick and reliable technique to check for missing pages is the "edge" method. Simply bend the right edge of the test booklet towards you, which should reveal a 2½-inch black rectangle on the right edge of each page. The black rectangles will be spaced from top to bottom of the test booklet in 2½-inch intervals. A missing black rectangle indicates a missing page.

6.6-4 ADMINISTERING THE INTERPRETING LITERATURE AND THE ARTS TEST

SAY: Please do not open the test booklet until instructed to do so.

Distribute the test booklets and scratch paper as needed.

SAY: Open your answer booklet to page 4 and find the row of letters (AA, AB, AC, etc.) next to the words "Test 4: Interpreting Literature and the Arts."

(pause)

SAY: On the front cover of your test booklet are test form letters (AA, AB, AC, etc.). On your answer booklet darken the circle corresponding to the test form that you are using.

SAY: Find the box labelled "Test Code" in the left margin of your answer booklet. Now find the test code number on the front cover of your test booklet. Enter this number in the boxes labelled "Test Code" on your answer booklet. Darken the corresponding circles below each box.

SAY: Are there any questions?

SAY: Turn to the back cover of the test booklet and read the instructions and the sample question provided.

(pause)

SAY: Are there any questions?

SAY: The time allotted for the Interpreting Literature and the Arts Test is 65 minutes. The time will be sufficient for nearly everyone to finish the test. I will let you know when you have 10 minutes left to finish your work.

SAY: Are there any questions?

Note: If a clock is not visible to examinees, the Examiner should announce the time remaining every 15 minutes or so during the testing session.

Note: If administration conditions permit, examinees can be permitted to leave the room after completing work on the test. If so, inform them. If not, inform them that they must remain in their seats until the time period has elapsed.

SAY: Now, you may begin work.

After the instruction to begin work has been given, begin timing the test administration. Note and record the time that examinees begin working.

During the testing session, Chief Examiners and Proctors should not read or do any other work. Proctoring must be continuous, with visual supervision maintained. Early in the session, Proctors must check to see that each examinee is marking the answer sheet properly. Circulate often and quietly.

When 10 minutes remain before the end of the session,:

SAY: You have 10 minutes to complete this test. Please work accordingly. At the end of 10 minutes, all test booklets will be collected.

When the end of the testing time is reached,

SAY: Time is up. Please put your pencils down and close the test and answer booklets. Please remain in your seats.

Care should be taken to ensure that each examinee turns in the assigned test booklet, answer sheet, and any scratch paper that has been handed out. *Each examinee's materials should be checked against the testing log before the examinee is permitted to leave the testing room. Test booklets should also be scanned for any missing pages or marks before candidates are dismissed.*

After each test administration, all used test booklets should be thoroughly inspected for any marks or missing pages before being returned to the locked storage area. (If a booklet becomes marked to such an extent that it is unusable, it must be retired from use and kept in the secure storage area until the entire stock of materials is returned to the GED Testing Service.)

A quick and reliable technique to check for missing pages is the "edge" method. Simply bend the right edge of the test booklet towards you, which should reveal a 2½-inch black rectangle on the right edge of each page. The black rectangles will be spaced from top to bottom of the test booklet in 2½-inch intervals. A missing black rectangle indicates a missing page.

6.6-5 ADMINISTERING THE MATHEMATICS TEST

SAY: Please do not open the test booklet until instructed to do so.

Distribute the test booklets and scratch paper.

SAY: Open your answer booklet to page 4 and find the row of letters (AA, AB, AC, etc.) next to the words "Test 5: Mathematics."

(pause)

SAY: On the front cover of your test booklet are test form letters (AA, AB, AC, etc.). On your answer booklet

darken the circle corresponding to the test form that you are using.

SAY: Find the box labelled "Test Code" in the left margin of your answer booklet. Now find the test code number on the front cover of your test booklet. Enter this number in the boxes labelled "Test Code" on your answer booklet. Darken the corresponding circles below each box.

SAY: Are there any questions?

SAY: Turn to the back cover of the test booklet and read the instructions and the sample question provided.

(pause)

SAY: Are there any questions?

SAY: Scratch paper is permitted to help you solve the problems in the test. Do not use your booklet or answer booklet to work the problems—use only the scratch paper. At the conclusion of the test, all scratch paper will be collected with the other test materials. Does anyone need scratch paper?

Pass out scratch paper as needed.

SAY: The time allotted for the Mathematics Test is 90 minutes. The time will be sufficient for nearly everyone to finish the test. I will let you know when you have 10 minutes left to finish your work.

SAY: Are there any questions?

Note: If a clock is not visible to examinees, the Examiner should announce the time remaining every 15 minutes or so during the testing session.

SAY: Now, you may begin work.

After the instruction to begin work has been given, begin timing the test administration. Note and record the time that examinees begin working.

During the testing session, Chief Examiners and Proctors should not read or do any other work. Proctoring must be continuous, with visual supervision maintained. Early in the session, Proctors must check to see that each examinee is marking the answer sheet properly. Circulate often and quietly.

When 10 minutes remain before the end of the session,

SAY: You have 10 minutes to complete this test. Please work accordingly. At the end of the 10 minutes, all tests and scratch paper will be collected.

When the end of the testing time is reached,

SAY: Time is up. Please put your pencils down and close the test and answer booklets. Please remain in your seats while we collect and check the test booklets before you leave the testing room. Thank you for your cooperation.

Care should be taken to ensure that each examinee turns in the assigned test booklet, answer booklet, and any scratch paper that has been handed out. *Each examinee's materials should be checked against the testing log before the examinee is permitted to leave the testing room. Test booklets should also be scanned for any missing pages or marks before candidates are dismissed.*

After each test administration, all used test booklets should be thoroughly inspected for any marks or missing pages before being returned to the locked storage area. (If a booklet becomes marked to such an extent that it is unusable, it must be retired from use and kept in the secure storage area until the entire stock of materials is returned to the GED Testing Service.)

A quick and reliable technique to check for missing pages is the "edge" method. Simply bend the right edge of the test booklet towards you, which should reveal a 2½-inch black rectangle on the right edge of each page. The black rectangles will be spaced from top to bottom of the test booklet in 2½-inch intervals. A missing black rectangle indicates a missing page.

6.6-6 FOREIGN-LANGUAGE EDITIONS: Instructions for administering the French and Spanish editions of the GED Tests are the same as those for the English editions, except as noted below. If the Chief Examiner does not speak the language, it is suggested that a Proctor who is fluent in French or Spanish be present to assist the Chief Examiner with directions, questions, and any special instructions.

Time limits for the Spanish edition of the test are the same as those for the English editions. Test 5 in the Spanish edition, however, contains only 45 questions.

Time limits for current forms of the French edition are: each test requires approximately one and one-half to two hours to complete; 10–15 minutes beyond the two hours may be permitted if needed. The number of questions in the tests of the French edition are:

- Test 1: 100 questions
- Test 2: 75 questions
- Test 3: 65 questions
- Test 4: 80 questions
- Test 5: 50 questions

SCORING TESTS

- Scan answer sheets for more than one answer per question
- Check matching test form, test number, and answer sheet
- Do not round scores to next highest value
- Scored answer sheets must be handled like secure test forms

6.7 SCORING THE TESTS MANUALLY

If the hand scoring stencils provided by the GED Testing Service are to be used in scoring the answer sheets, the directions below should be followed.²⁴

- A. Do not score exam in presence of examinee. Do not leave candidate taking test unsupervised while scoring exams or scoring sheets. Do not take scoring stencils to exam room.
- B. Scan the answer sheet for items to which the examinee has marked more than one response. Draw a red line through all responses for such items to ensure that the examinee will not be given credit for them.
- C. Place the scoring stencil (template) over the answer sheet. Use the test form holes and test code boxes to align the scoring template so that each hole is over an answer space. Check to be sure that the test form and test number on the answer sheet match those on the stencil.
- D. Following the lines on the stencil, with the stencil still on the answer sheet, count the number of *correct* answers. That is, count pencil marks showing through punched holes in the stencil except for those items which have been lined out in red as described in step B. The number of pencil marks counted is the number of correct answers, or raw score. *Do not* try to score the answer sheet by subtracting wrong answers from the total number of test questions. Count only the correct answers which show through the scoring stencil.
- E. Make a note of the candidate's raw score (number of correct answers). Check the scoring stencil for instructions on how to convert the raw score to standard scores.
- F. Enter standard score in the box designated STD. SCORE on the score report form.

²⁴If the state, territorial or provincial department of education provides a centralized, mechanical means of processing answer sheets, the Chief Examiner must comply with instructions established by the department of education for editing and handling the answer sheets.

- G. Determine the percentile rank from the standard score by using the table printed on the stencil. Enter percentile in the PERCENT RANK score box on the score report form.

Note: The tryout test questions which are not included in the examinee's test results are behind the part of the scoring stencil where there are no holes punched. Do *not* correct those test questions and do *not* tell examinees or anyone else the location of those test questions. (See Section 4.5-9 for more information on item tryouts.)

After all tests completed by an individual have been scored, the answer sheets should be gathered together in sequential order. To derive the *average* standard score, the standard scores for each of the five tests should be added together and the total divided by five. (If the examinee is being retested, the five highest scores from previous and present testing sessions should be used in determining the average standard score.) If the average results in a decimal remainder, drop the remainder. That is, record only the whole number value—**do not round up to the next higher value.**

After scoring the answer sheets, establishing permanent records of each individual's test scores, and being reasonably sure there is no question about the accuracy of the test results, you must send the answer sheets to the GED Testing Service. (See Section 4.5-9.) If the GED Testing Center elects to send a computer tape of examinee test results instead of sending answer sheets, the answer sheets must be destroyed at the center by shredding or burning by the Chief Examiner or someone under his/her direct supervision. If, for some reason, completed answer sheets are retained, they must be treated as restricted test materials and stored in the same place and manner as the restricted test booklets, scoring stencils, and score reports because these answer sheets can be used as scoring keys.